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ABSTRACT

This teacher handbook provides recommended goals and objectives and suggested measures for competency-based courses in the vocational program area of business and office education. A background and overview section contains the philosophy and rationale, discusses thinking skills and programs for exceptional children, and provides notes that explain how to read the goals, objectives, and measures and offer suggestions for student placement, textbook use, and activities. This specific information is then provided for a vocational education competency-based curriculum: purpose and overview (target groups, philosophy, curriculum planning and design) and course of study. For business and office education, grades 9-12, are offered a program description, learning outcomes, and scope and sequence. These courses are included in the curriculum: accounting I-II, computerized accounting occupations I-II, business communications, business data processing occupations I-II, business exploration, business law, business management/ownership, business math, computer applications, introduction to business, introduction to computers, office occupations I-II, recordkeeping, secretarial/word processing occupations I-II, shorthand I-II, and typewriting I/keyboarding and typewriting II. Materials provided for each course include a topical outline and a one-page format for each competency goal that details grade level, skills/subject area, the competency goal, objective(s), and measure(s) (suggestions of ways in which students may demonstrate their ability to meet the objective). (YLB)

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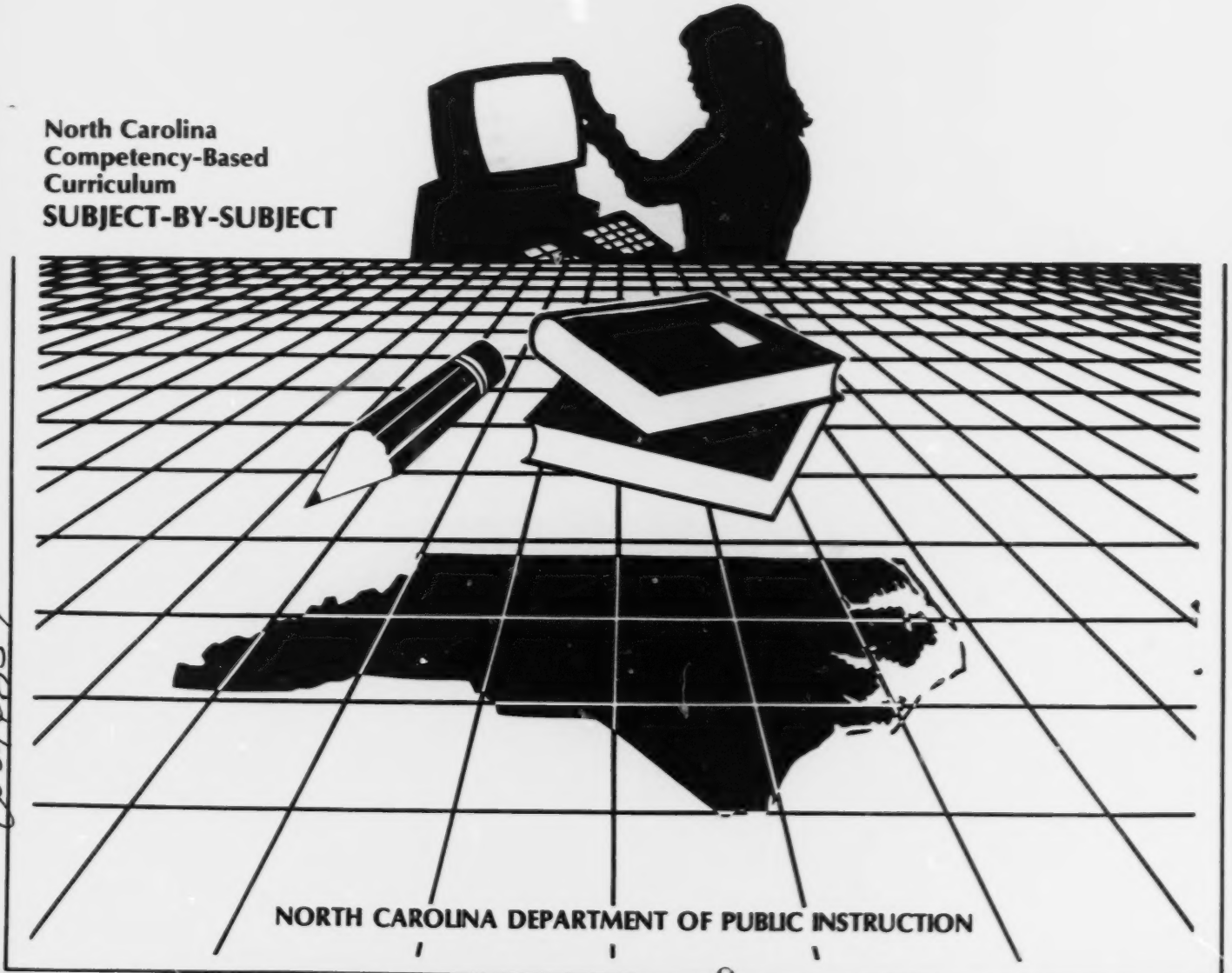
# TEACHER HANDBOOK

## BUSINESS & OFFICE EDUCATION

## VOCATIONAL EDUCATION

**North Carolina Competency-Based Curriculum**
**SUBJECT-BY-SUBJECT**



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**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION**

# TEACHER HANDBOOK

# VOCATIONAL EDUCATION

# BUSINESS AND OFFICE EDUCATION

# GRADES 9-12

North Carolina Competency-Based Curriculum

Division of Vocational Education
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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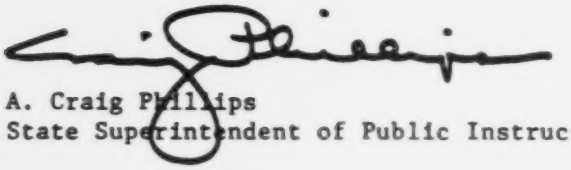
# Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

# Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

# BACKGROUND AND OVERVIEW

# Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

# Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

## Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

## Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

## Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the

school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

# Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
   (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
   (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
   (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
   (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
   (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
   (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

a. gives reason (tells why)
b. shows similarities or differences
c. summarizes or concludes from observation of evidence
d. shows cause and effect relationship
e. gives analogy, simile, metaphor
f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

a. applies previous learning to a new situation
b. applies principle to new situation
c. applies abstract knowledge in a practical situation
d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

a. distinguishes fact from opinion
b. distinguishes fact from hypothesis
c. distinguishes conclusions from statements which support it
d. points out unstated assumption
e. shows interaction or relation of elements
f. points out particulars to justify conclusion
g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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# Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

# Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

## Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

## How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

## Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

## Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

## Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

## Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

## Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

## Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

## How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

# Business and Office Education

## COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

# VOCATIONAL EDUCATION

## PURPOSE AND OVERVIEW

The overall mission of vocational education in the public schools is to provide a program capable of meeting the individual needs, interests, abilities, and aspirations of each student which is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life application.

Specific purposes of vocational education are to:

1. Prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.

2. Prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.

3. Provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.

4. Provide individuals with laboratory experiences and activities which assist them in: (a) making informed consumer decisions; and (b) the application of practical life skills.

Competency-based courses are offered in eight vocational program areas:

1. Prevocational Education
2. Agricultural Education
3. Business and Office Education
4. Marketing Education
5. Health Occupations Education
6. Home Economics Education
7. Industrial Arts Education
8. Trade and Industrial Education

Vocational education provides appropriate programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs. It serves both in-school and out-of-school youths as well as

adults.* Guidance, placement, and follow-up are also integral components of this program.

Target Groups

The major target group to be served by vocational education programs are youths in grades 7-12. In planning a vocational education competency-based curriculum, the following groups are listed in priority order for determining which target populations are to be served:

1. Students desiring immediate employment upon termination of high school. This group may include those who drop out or who graduate from high school, and desire to enter directly into the labor force.

2. Students who will engage in nongainful employment. This group includes students who apply their vocationally-related skills in situations without receiving pay. Examples are homemakers and volunteers.

3. Students who will engage in post-secondary training and education at less than the baccalaureate degree level. This group includes those persons who will pursue one-year, two-year, or other training programs in business schools, apprenticeship programs, technical colleges, and technical institutes, but who will not pursue a four-year college program. It may also include students who go directly into the military from high school.

4. Students who will pursue four-year or longer-term college degrees in fields related to vocational program areas.

5. Students who pursue nonvocationally-related college programs and who wish to develop practical life skills related to vocational educational and/or to develop certain vocationally-related skills transferable to other career settings.

*NOTE: For purposes of this publication, "youths" is defined as persons between the ages of five and eighteen. "Adults" refers to the those persons over the age of eighteen. This is in support of, and not in conflict with, adult education provided by the community college system.

## Philosophy

The State Board of Education has responsibility for providing direction and leadership to vocational education. This leadership is provided through the Master Plan for Vocational Education and other federally required plans.

The Master Plan encompasses all activities and programs, provides the framework for all other plans, and incorporates the vocational education philosophy of the State Board of Education. Implied within the philosophy of the State Board of Education are the following:

1. Vocational courses should be open to students regardless of race, sex, national origin, or handicapping conditions. Appropriate programs should be made available to students who have left high school and wish to pursue a course of study.

2. Teaching transferable skills and knowledge is important in preparing students to become adaptable in a changing work environment.

3. General education and vocational education are interdependent. General education programs should provide an awareness of career opportunities in their fields and how each is applied in the world of work. Vocational instruction should provide opportunities for students to apply communication and computation skills and other general education learnings to special occupational areas.

4. Employment needs and student aspirations should determine which occupational programs to offer with employment needs taking priority.

5. High quality vocational education programs require extensive planning with policies and guidelines from the state and federal government providing direction.

6. Input from local advisory committees, employment data, student surveys, and student follow-up are all necessary in planning, implementing, and evaluating local vocational programs.

7. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

8. Counselors and all vocational teachers should form linkages with business, industry, and the community to increase the relevance of school for the work place. As a result, students should have the opportunity to participate in cooperative work experiences, internships, shadowing, and apprenticeships.

9. All students in vocational education should have an opportunity to develop and extend their learnings through participation in active vocational student organizations. The program of work for each

organization should be based on instructional competencies and be an integral part of the vocational program.

10. Strong vocational guidance, counseling, job placement, and follow-up services should be available to assist students in planning for their careers and enrolling in appropriate courses.

## Planning and Designing the Curriculum

Trends in our society, as well as specific factors in the economy, technology, educational system, and the labor market influence planning an appropriate vocational education program. Vocational education planners need to design programs which will accommodate:

1. The availability of resources.

2. Changes in population characteristics.

3. Labor needs in new and emerging occupations, including small business ownership.

4. Labor needs in existing occupations with greater than average anticipated growth.

5. The rapid rates of increase in employment projected for the service sector of the public and private economy.

6. A projected decrease in occupations requiring a four-year college preparation.

7. The rapid changes in consumer technology.

8. Changes in individual and family lifestyles.

When designing the curriculum for a given school or the total school system, local planning personnel will need to organize a comprehensive and appropriate sequence of vocational offerings for students enrolled in grades 7-12 based on an assessment of the (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

The following figure illustrates the minimal/ideal number of vocational program areas from which offerings may be selected to accommodate the elective program for a balanced, comprehensive secondary school system.

## COURSE OF STUDY

| MINIMUM PROGRAM | DESIRABLE PROGRAM | HIGHLY DESIRABLE PROGRAM* |
|---|---|---|
| Prevocational Program | Prevocational Program | Prevocational Program |
| PLUS | PLUS | PLUS |
| Introductory/Skill Development in a Single Sequence in no less than Three Program Areas | Introductory/Skill Development in Multiple Sequences in no less than Five Program Areas | Skill Development in Multiple Sequences in Seven Program Areas |
| | | PLUS |
| | | Specialized Non-sequenced Courses |

*In a highly desirable program, students would also be provided the opportunity to participate in independent study or independent study combined with challenge exams for credit in programs which cannot be offered as formal courses in the school system.

Priority is to be given to the vocational skill development component of the program. However, planning must ensure that through the selection and combination of specific course offerings from the eight program areas, all students in grades 7-12 are given a chance to explore the world of work, begin to appraise their own individual talents, interests, aptitudes, and obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and/or practical life situations.

Within any program area of vocational education, the scope and sequence of course offerings may vary from district to district. In some program areas, it may take three or four courses to have a basic program while other program areas may require only one or two. What is basic in vocational education in any of the eight program areas is dependent upon the unique needs of an individual school district. To determine what is basic to a particular program area contact the district vocational education coordinator and review the Vocational Education: Program of Studies, Revised.

## BUSINESS AND OFFICE EDUCATION

### Program Description

The mission of Business and Office Education at the secondary level is to provide students with meaningful instruction for and about business. Instruction in this program encompasses business skills and techniques, economic understanding, and attitudes necessary to enable students to participate in our economy as wage earners and consumers. It is designed as well to provide students with the basics to enable them at some future date to begin, purchase, or manage a business of their own. In addition, it provides the necessary basics for those students desiring to enter into certain lower-level or junior management training programs in larger businesses and corporations.

Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through Future Business Leaders of America (FBLA), the vocational student organization for Business and Office Education students. As an integral part of the business instructional program, FBLA activities enhance classroom instruction. These activities directly relate to the major objectives of Business and Office Education.

### Learning Outcomes

At the secondary level, programs in Business and Office Education are designed to provide for student development in the following areas:

1. Occupational skills necessary for initial employment and advancement in a business career.
2. Economic understanding needed for intelligent participation in our economic system.
3. Background information for further study in the field of business.
4. Computer literacy for personal use and work-related environments.

### Scope and Sequence of Business and Office Education

The Business and Office Education scope and sequence offer a variety of courses for students in grades 8 through 12. .Determining which sequence of courses to make available should be based upon documented assessment of student interests and occupational needs, employment needs, availability of qualified teaching personnel, and facilities.

Courses in Business and Office Education have been designed as: (1) semester courses, (2) one-year courses, and (3) two-year courses. Two semester and two year courses must be taken in sequence. It may not be practical or appropriate, however, for every student who starts such a set of courses to complete the set; this will depend on the student's ability and career objective.

Regardless of the scope and sequence offered, Introduction to Business should be included in any school's business curriculum and should be taken by all business students. This course develops economic and consumer understandings and provides career information fundamental to any business curriculum.

The chart that follows provides an example of the scope and sequence of program offerings for a given situation in which a comprehensive program is possible.

Where community needs as well as student needs and interest exist, Secretarial/Word Processing Occupations I should be offered instead of Shorthand I. The competencies in Secretarial/Word Processing include shorthand as well as office competencies relating to word processing tasks.

Departmental structure, community needs, and student needs and interests should be the determining factors in offering Computerized Accounting Occupations I and II. These courses may be offered in addition to Accounting I and II; however, students should not enroll in both Accounting I and Computerized Accounting Occupations I.

Based on student interests and needs, a school may choose other courses in the Business and Office Education Scope and Sequence Chart such as Business Math, Business Communications, or Business Law to complement the skill development program sequences shown in the chart.

SAMPLE SCOPE AND SEQUENCE FOR BUSINESS AND OFFICE EDUCATION

| Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| Business Exploration (S) | Introduction to Business (Y) | Recordkeeping (Y) | Office Occupations I | *Office Occupations II |
| | Introduction to Computers (S) | Computer Applications (S) | Secretarial/ Word Processing Occupations I (Y) | *Secretarial/ Word Processing Occupations II (Y) |
| | Typewriting I/Keyboarding | Typewriting II(Y) | Computerized Accounting Occupations I (Y) | *Computerized Accounting Occupations II (Y) |
| | | | Business Data Processing Occupations I (Y) | *Business Data Processing Occupations II (Y) |
| | | Business Math (Y) | | *Business Mgmt/Ownership (Y) |
| | | Shorthand I (Y) | Shorthand II (Y) | |
| | | Accounting I (Y) | Accounting II (Y) | |
| | | | Business Communications (Y) | |
| | | | Business Law (S) | |

NOTE: Y = 1 year S = 1 semester

Courses are shown at first grade level to be offered and may be offered at any succeeding grade level.

*Cooperative work experiences, internships, and/or production work activities are strongly encouraged for each student enrolled at this level.

Accounting I and II Outline

1. Introduction to Accounting
2. Simple Accounting Cycle
3. Accounting Cycle with Combination Journals and Subsidiary Ledgers
4. Payroll Systems and Personal Income Tax
5. Introduction to Data Processing
6. Special Accounting Transactions
7. Accounting for Different Types of Ownership
8. Corporation Accounting
9. Automated Accounting System
    a. General ledger
    b. Subsystems
10. Cost Accounting
11. Special Problems in Sales Accounting
12. Management of Accounting Data

Computerized Accounting Occupations I and II Outline

1. Orientation to the Business World
2. Orientation to Computerized Accounting Occupations
3. Business Financial Operations
4. Computerization of Financial Data
5. Accounting System
6. Banking Activities
7. Specialized Accounting Applications
    a. Sales and accounts receivables system
    b. Purchases and accounts payable system
    c. Payroll system
    d. Inventory control

8. Office Procedures

9. Skills for Office Employment

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 1: The learner will explain the type of careers available in accounting and related occupations.

| Objectives | | Measures |
|---|---|---|
| 1.1 | Identify basic reasons for studying accounting. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 1.2 | Identify entry level accounting positions open to high school graduates. | |
| 1.3 | Explain the use of microcomputers in accounting. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 2: The learner will explain how financial records are a necessary tool for management in the operation of a business.

| Objectives | | Measures |
|---|---|---|
| 2.1 | Identify the different types of financial reports provided by an accounting system. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 2.2 | Explain how these internal/external reports are used by management in decision making. | |
| 2.3 | Explain how the accounting system provides reports to meet governmental requirements. | |
| 2.4 | Explain how EDP relates to the generation of reports from accounting data. | |
| 2.5 | Describe the legal requirements for documentation, disposition, and retention of records. | |
| 2.6 | Identify security measures and maintenance methods that must be used in order to protect records on paper, diskettes, and other media. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 3: The learner will utilize hardware and software to process accounting data.

| Objectives | Measures |
|---|---|
| 3.1 Identify the hardware components of a computer and their uses. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 3.2 Define terms and acronyms related to automated data processing systems for accounting applications. | |
| 3.3 Identify computerized accounting software used in computer systems. | |
| 3.4 Develop proficiency in using a numeric keypad. | |
| 3.5 Use a microcomputer business system to do the following:<br>a. activate system<br>b. prepare backup diskettes<br>c. format diskettes<br>d. enter data<br>e. make corrections<br>f. generate hard copy. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 4: The learner will analyze transactions in a simple accounting cycle.

| | Objectives | Measures |
|---|---|---|
| 4.1 | Prepare a balance sheet when assets and liabilities are given. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 4.2 | Use the accounting equation to determine the accuracy of a balance sheet. | |
| 4.3 | Record opening entries in a general journal. | |
| 4.4 | Analyze the effects of assets, liabilities, owner's equity, revenue, and expense transactions. | |
| 4.5 | Prepare an income statement when revenue and expenses are given. | |
| 4.6 | Describe the basic accounting principles of debit and credit for balance sheet accounts. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 5: The learner will journalize and post business transactions in appropriate general and special journals and ledgers.

| Objectives | Measures |
|---|---|
| 5.1 Identify selected accounting terms related to the accounting cycle. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 5.2 Identify source documents used in recording transactions in a general and cash journal. | |
| 5.3 Post general and cash entries into appropriate ledger. | |
| 5.4 Prove the accuracy of a cash journal. | |
| 5.5 Prepare a trial balance after proving ledger account balances. | |
| 5.6 Prepare a balance sheet and income statement from work sheet. | |
| 5.7 Compare manual and computer systems in journalizing and posting source document information to appropriate journals and ledgers. | |
| 5.8 Analyze the accounts in a trial balance by preparing a work sheet. | |
| 5.9 Close revenue and expense accounts correctly. | |

Skills/Subject Area: Accounting I and II
Computerized Accounting Occupations I and II

COMPETENCY GOAL 5: The learner will journalize and post business transactions in appropriate general and special journals and ledgers.

| Objectives | Measures |
|---|---|
| 5.10 Explain why some ledger accounts are closed while others remain open. | |
| 5.11 Describe the steps of the accounting cycle by using a systems flowchart. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 6: The learner will analyze the transactions and procedures relating to basic banking.

| Objectives | Measures |
|---|---|
| 6.1 Prepare checks and check stubs using acceptable accounting practices. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 6.2 Endorse checks and prepare deposit slips for a business correctly. | |
| 6.3 Record journal entries needed as a result of reconciling a bank statement. | |
| 6.4 Analyze the establishing, recording, and journalizing of petty cash entries. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 7: The learner will process correctly payroll data.

| Objectives | Measures |
|---|---|
| 7.1 Define selected terms relating to payroll. | Refer to the VEC-BOE-C/TIP 6332-6333. |
| 7.2 Compute wages when given hourly rates, piece rates, and commission percentages using a calculator. | |
| 7.3 Prepare a payroll register for employees based on given information. | |
| 7.4 Transfer information accurately from a payroll register to employees' earning records. | |
| 7.5 Compare the speed and accuracy of a computer system used for the payroll process to a manual system used for the same process. | |
| 7.6 Record and post transactions relating to the processing of payroll records. | |
| 7.7 Use a computerized system to process payroll. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 8: The learner will identify four accounting subsystems used in many businesses.

| Objectives | Measures |
|---|---|
| 8.1 Record sales of merchandise on account. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 8.2 Record cash sales. | |
| 8.3 Prepare a schedule of accounts receivable. | |
| 8.4 Post to ledgers from journals. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 9: The learner will compare the difference between the accounting cycle of a merchandising business and a service business.

| Objectives | Measures |
|---|---|
| 9.1 Describe the handling of transportation charges. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 9.2 List and explain factors in a merchandising business. | |
| 9.3 Identify service-related businesses. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 10: The learner will analyze transactions relating to cash receipts.

| Objectives | | Measures |
|---|---|---|
| 10.1 | Check the accuracy of source documents that are used in recording cash receipts. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 10.2 | Define selected terms relating to cash receipt transactions. | |
| 10.3 | Record cash receipt transactions correctly in a two-column general journal as well as a multicolumn cash receipts journal. | |
| 10.4 | Post journal entries correctly from a cash journal to two-column accounts in ledger. | |
| 10.5 | Explain the procedure followed for proving cash when a cash register is used. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 11: The learner will analyze the transactions relating to purchases and accounts payable.

| Objectives | Measures |
|---|---|
| 11.1 Define selected accounting terms related to a purchases and cash payments system. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 11.2 Name and describe the source document for journalizing each of the following: purchases for cash, purchases on credit, purchase returns and allowances, transportation charges, purchase discounts, and payments to creditors. | |
| 11.3 Record purchases on account transactions in a purchases journal. | |
| 11.4 Record cash payments transactions in a cash payments journal. | |
| 11.5 Describe handling of transportation charges on purchases. | |
| 11.6 Identify and describe the procedures for handling and recording cash payments using a systems flowchart. | |
| 11.7 Identify the control procedures used to account for and store merchandise. | |
| 11.8 Explain how the purchases of merchandise affect net income or net loss. | |

Skills/Subject Area: Accounting I and II
Computerized Accounting Occupations I and II

COMPETENCY GOAL 11: The learner will analyze the transactions relating to purchases and accounts payable.

| Objectives | Measures |
|---|---|
| 11.9 List and explain the principles for the control of purchases of merchandise. | |
| 11.10 Describe the relationship between an accounts payable subsidiary ledger and an accounts payable controlling account. | |
| 11.11 Use a computerized system to process accounts payable. | |
| 11.12 Compare a manual and a computerized system for processing records for purchases and accounts payable. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 12: The learner will analyze transactions relating to sales on credit.

| Objectives | | Measures |
|---|---|---|
| 12.1 | Define selected terms relating to sales on credit transactions. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 12.2 | Compare the processing of credit sales to processing cash sales. | |
| 12.3 | Record correctly sales of merchandise on credit in a sales journal. | |
| 12.4 | Identify source documents used in making entries in a sales journal. | |
| 12.5 | Post entries from a sales journal to the appropriate ledgers correctly. | |
| 12.6 | Prepare a schedule of accounts receivable correctly. | |
| 12.7 | Compute and record sales discounts at appropriate times and in appropriate journals. | |
| 12.8 | Post from the cash receipts journal to the appropriate ledgers correctly. | |
| 12.9 | Compare a manual system and an automated system for processing records for sales and accounts receivable. | |

Skills/Subject Area: Accounting I and II
Computerized Accounting Occupations I and II

COMPETENCY GOAL 12: The learner will analyze transactions relating to sales on credit.

| Objectives | Measures |
|---|---|
| 12.10 Use a computerized system to process accounts receivable records. | |
| 12.11 Compare a manual system and a computerized system for processing records for sales and accounts receivable. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 13: The learner will analyze the transactions and procedures relating to updating accounts by adjustments and preparing balance sheets and income statements.

| Objectives | Measures |
|---|---|
| 13.1 Define selected terms relating to end-of-period adjustments. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 13.2 Describe the procedure that is followed in order to determine the cost of goods sold. | |
| 13.3 Compute cost of goods. | |
| 13.4 Record adjusting entries. | |
| 13.5 Prepare a worksheet having the following sections: trial balance, adjustments, income statement, and balance sheet. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 14: The learner will analyze transactions relating to bad debts and depreciation.

| Objectives | | Measures |
|---|---|---|
| 14.1 | Define selected terms relating to bad debts and depreciation. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 14.2 | Record and post bad debt expenses when the direct write off method is used. | |
| 14.3 | Record and post allowances for bad debts when the allowance method is used. | |
| 14.4 | Identify three ways of estimating bad debts. | |
| 14.5 | Age accounts receivable correctly. | |
| 14.6 | Record and post depreciation in the appropriate ledger account. | |
| 14.7 | Record appropriate information about depreciation on subsidiary ledgers. | |
| 14.8 | Analyze a trial balance "adjustment columns" of a worksheet in which accumulated depreciation is included. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 15: The learner will analyze transactions relating to accruals and deferrals.

| Objectives | Measures |
|---|---|
| 15.1 Define selected terms relating to accruals and deferrals. | Refer to the VEC-BOE-C/TIR 6332-6333. |
| 15.2 Explain how adjusting entries for accrued revenues and expenses differ from other revenues and expenses. | |
| 15.3 Record and post adjusting, closing, and reversing entries for accrued expenses and accrued revenues. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 16: The learner will record the following transactions in a 10 column combination journal.

| Objectives | Measures |
|---|---|
| 16.1 Record purchase of merchandise for cash. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 16.2 Record purchase of merchandise on account. | |
| 16.3 Record sale of merchandise for cash. | |
| 16.4 Record sale of merchandise on account. | |
| 16.5 Record cash received on account. | |
| 16.6 Record cash withdrawal by owner using a drawing account. | |
| 16.7 Record correcting entries. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 17: The learner will identify business decisions made when converting from a manual to an automated accounting system.

| Objectives | | Measures |
|---|---|---|
| 17.1 | Define terms related to manual, mechanical, and electronic data processing systems for accounting. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 17.2 | Prepare selected accounting forms for use in an automated accounting system. | |
| 17.3 | Explain how data are prepared for computer systems. | |
| 17.4 | Explain the flow of work between a computer center and accounting department. | |
| 17.5 | Prepare a chart of accounts by assigning numbers to accounts in the general ledger and subsidiary ledger when preparing for conversion from a manual to an automated accounting system. | |
| 17.6 | Identify common language media for a computer system. | |
| 17.7 | Identify typical ways electronic data processing equipment is used to process data for accounting and management use. | |
| 17.8 | Explain how a computer follows instruction in processing data for accounting applications. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 18: The learner will analyze and describe the major differences in accounting procedures relating to partnerships and corporations.

| Objectives | | Measures |
|---|---|---|
| 18.1 | Define selected business terms related to partnerships and corporations. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 18.2 | Identify and describe what three capital accounts are used by a corporation. | |
| 18.3 | Explain how the adjustments for a corporation differ from the adjustments for a partnership. | |
| 18.4 | Explain how the income statement of a corporation differs from the income statement of a partnership. | |
| 18.5 | Explain how the balance sheet of a corporation differs from the balance sheet of a partnership. | |
| 18.6 | Record closing entries for a partnership. | |
| 18.7 | Record closing entries for a corporation. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 19: The learner will analyze transactions made when using a voucher sysem.

| Objectives | | Measures |
|---|---|---|
| 19.1 | Define selected terms relating to voucher systems. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 19.2 | Prepare vouchers correctly. | |
| 19.3 | Record vouchers in a voucher register and post in appropriate accounts in a ledger. | |
| 19.4 | Prepare checks correctly when a voucher system is used. | |
| 19.5 | Record payment of vouchers, checks, and deposits when a voucher system is used. | |
| 19.6 | Identify four typical applications of a voucher system. | |
| 19.7 | Explain the advantages of using a voucher system. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 20: The learner will analyze the importance of merchandise inventory control.

| Objectives | Measures |
|---|---|
| 20.1 Define selected accounting terms relating to inventory control systems. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 20.2 Determine the amount of inventory on hand through the use of physical and perpetual inventory. | |
| 20.3 Prepare stock cards when a manual system method is used for perpetual inventory records. | |
| 20.4 Explain how cash registers and automated data processing equipment are used to prepare perpetual inventory records. | |
| 20.5 Price inventory using fifo and lifo methods of pricing inventory. | |
| 20.6 Determine rate of merchandise turnover. | |
| 20.7 Prepare inventory records using a computerized inventory control system. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 21: The learner will analyze the importance of the preparation of a budget.

| Objectives | Measures |
|---|---|
| 21.1 Define selected accounting terms relating to budgetary control systems. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 21.2 Explain how budgets are used as management guides. | |
| 21.3 Identify sources of data for budgeting. | |
| 21.4 Use income and expense budget figures to prepare reports for management. | |
| 21.5 Prepare a summary cash budget when estimated sales, purchases, and cash payments for expenses are given. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 22: The learner will analyze the importance of keeping tax records.

| Objectives | Measures |
|---|---|
| 22.1 Define selected accounting terms relating to tax records. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 22.2 Record sales tax transactions in a sales journal and in a sales returns and allowances journal. | |
| 22.3 Record property tax correctly in a general journal. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 23: The learner will analyze accounting procedures used in recording notes receivable.

| Objectives | Measures |
|---|---|
| 23.1 Identify the advantages of notes receivable over accounts receivable. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 23.2 Record notes receivable and interest on notes in general journal. | |
| 23.3 Compute discounts on a noninterest-bearing notes receivable. | |
| 23.4 Record notes receivable correctly in a notes receivable register. | |
| 23.5 Calculate and record cash received for notes receivable correctly. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 24: The learner will demonstrate desirable work habits when performing accounting tasks.

| Objectives | Measures |
|---|---|
| 24.1 Write all numbers, letters, and words legibly. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 24.2 Follow oral and written instructions accurately. | |
| 24.3 Adhere to schedules given. | |
| 24.4 Organize work station for performing tasks efficiently. | |
| 24.5 Locate and correct errors. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 25: The learner will develop interviewing skills that will enable the applicant to be considered for a job in the accounting area.

| Objectives | Measures |
|---|---|
| 25.1 Describe how personal characteristics can influence perceptions of others. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 25.2 Complete a job application form correctly and legibly. | |
| 25.3 Describe how sources of job information may be used in securing a job in accounting. | |
| 25.4 Develop favorable interviewing skills that will enable applicants to be considered for a job of their choice in the accounting occupations area. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Accounting I and II
Computerized Accounting
Occupations I and II

COMPETENCY GOAL 26: The learner will exhibit interpersonal skills, work habits, attitudes, and office procedures that are acceptable in the accounting area.

| Objectives | Measures |
|---|---|
| 26.1 Describe how personal attitudes can influence verbal communication. | Refer to the VEC-BOE-C/TIB 6332-6333. |
| 26.2 Demonstrate effective listening habits such as recording key items of information during conversation. | |
| 26.3 Verify accuracy of information received by spelling names and repeating numbers. | |
| 26.4 Explain instructions and messages clearly. | |
| 26.5 Show courtesy when answering questions, giving information, and receiving callers. | |
| 26.6 Use discretion when discussing confidential information, holding personal conversations, and giving business information. | |
| 26.7 Sort, file, and retrieve invoices and other source documents when alphabetical, chronological, and numeric files are used. | |
| 26.8 Identify typical human relations' problems that might occur in the office during a business day. | |
| 26.9 Function cooperatively with co-workers and learn to accept constructive criticism. | |

Skills/Subject Area: Accounting I & II Computerized Accounting Occupations I & II

COMPETENCY GOAL 26: The learner will exhibit interpersonal skills, work habits, attitudes, and office procedures that are acceptable in the accounting area.

| Objectives | Measures |
|---|---|
| 26.10 Listen attentively, follow instructions, and demonstrate industriousness in working independently. | |
| 26.11 Exhibit interpersonal skills and etiquette that are acceptable in business. | |

Business Communications Outline

1. Foundations of Effective Communication

    a. Speaking/listening skills
    b. Language
        (1) parts of speech
        (2) word choice and vocabulary
        (3) capitalization, abbreviations, and numbers

2. Oral Communication

    a. Public speaking
    b. Parliamentary procedures
        (1) rules of order
        (2) organization and conduct of business

3. Written Communication

    a. Business letters
    b. Memos and informal reports
    c. Formal reports/summaries
    d. Telegrams
    e. News release
    f. Minutes

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 1: The learner will demonstrate basic communication skills.

| Objectives | Measures |
|---|---|
| 1.1 Use correct grammar in writing various types of business communications. | Refer to the VEC-BOE-C/TIB 6412, p. 60. |
| 1.2 Use correct punctuation, abbreviations, numbers, and capitalization in writing various types of business communications. | |
| 1.3 Use correct sentence structure in writing various types of business communications. | |
| 1.4 Use correct spelling and vocabulary in writing various types of business communications. | |
| 1.5 Demonstrate proofreading and English language skills by correcting sentences, paragraphs, letters, memos, or reports. | |
| 1.6 Use reference materials, when necessary, in preparing written communications. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 2: The learner will demonstrate correct and effective oral communication skills in personal and business situations.

| Objectives | Measures |
|---|---|
| 2.1 Demonstrate proper techniques while delivering a speech. | Refer to the VEC-BOE-C/TIB 6412, pp. 60-61. |
| 2.2 Critique oral presentations using established criteria. | |
| 2.3 Demonstrate correct telephone techniques. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 3: The learner will apply effective listening skills.

| Objectives | Measures |
|---|---|
| 3.1 Describe the characteristics of effective listening. | Refer to the VEC-BOE-C/TIB 6412, pp. 61-62. |
| 3.2 Identify barriers to effective listening. | |
| 3.3 Explain the feedback process of listening. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 4: The learner will identify the characteristics of effective business communications.

| Objectives | Measures |
|---|---|
| 4.1 Exhibit the correct format of a business letter. | Refer to the VEC-BOE-C/TIB 6412, p. 62. |
| 4.2 Use the "you" attitude in the preparation of written and oral communications. | |
| 4.3 Use the C's of communications (courtesy, correctness, clearness, completeness, conciseness, concreteness, character) in a positive, effective manner. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 5: The learner will demonstrate the proper use of parliamentary procedure skills.

| Objectives | Measures |
|---|---|
| 5.1 Identify basic skills in parliamentary procedure. | Refer to the VEC-BOE-C/TIB 6412, p. 63. |
| 5.2 Perform in an actual or simulated meeting by making a main motion. | |
| 5.3 Identify the order of business in an actual or simulated meeting. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 6: The learner will demonstrate application of communications skills.

| Objectives | Measures |
|---|---|
| 6.1 Use the critical-analysis approach in developing and improving letter-writing skills. | Refer to the VEC-BOE-C/TIB 6412, pp. 64-73. |
| 6.2 Compose and type business communications that request, order goods, or persuade someone to act. | |
| 6.3 Compose and type business communications that acknowledge or transmit. | |
| 6.4 Compose and type business communications that accept or reject. | |
| 6.5 Compose and type social business communications. | |
| 6.6 Compose and type, in mailable form, a letter of application and resume. | |
| 6.7 Demonstrate the desired behaviors necessary for a successful job interview from beginning to completion. | |
| 6.8 Prepare and maintain an up-to-date typewritten personal portfolio to be used in job interview situations. | |
| 6.9 From unorganized notes, compose a typewritten report of main points in an organized manner that include one of the following areas: progress, needs, results, or recommendations. | |

Skills/Subject Area: Business Communications

COMPETENCY GOAL 6: The learner will demonstrate applications of communications skills.

| Objectives | Measures |
|---|---|
| 6.10 Analyze a one-page article from a business publication for important points and prepare a typewritten summary of no less than 75 words. | |
| 6.11 Take minutes of a meeting and prepare in correct typewritten form. | |
| 6.12 Develop an outline to be used in preparing reports, correspondence, and other types of written communications. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 7: The learner will apply decision-making skills.

| Objectives | Measures |
|---|---|
| 7.1 Demonstrate decision-making skills in determining the appropriate type of communication tool to be used in a given situation (e.g., telephone versus written; memo versus letter; personal note versus typewritten letter). | Refer to the VEC-BOE-C/TIB 6412, pp. 74-76. |
| 7.2 Follow oral, taped, or written directions for performing an unfamiliar task. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Communications

COMPETENCY GOAL 8: The learner will identify the basic concepts of word processing.

| Objectives | Measures |
|---|---|
| 8.1 Demonstrate correct dictation techniques. | Refer to the VEC-BOE-C/TIB 6412, pp. 74-76. |
| 8.2 Keyboard text using word processing features. | |
| 8.3 Define selected terms related to office structures. | |
| 8.4 Explain the interrelationship of word processing jobs. | |

Business Data Processing Occupations I and II Outline

1. History and Levels of Data Processing

2. Data Processing Cycle

3. Use of Computers in Business and Industry

4. Impact of Computer on Society

    a. Medical profession
    b. Airline industry
    c. Retail stores
    d. Governmental agencies
    e. Individual activities

5. Capabilities and Limitations of Computers

6. Input and Output Methods and Media

7. Micro- and Minicomputer Functions

    a. Applications
    b. Advantages and limitations
    c. Implication for the future

8. Online and Offline Data

9. Programming/Computer Languages

    a. FORTRAN
    b. COBOL
    c. BASIC
    d. Others

10. Employment Opportunities

    a. Employment skills
    b. Education requirements

11. Business Systems

    a. Accounts payable
    b. Personnel accounting
    c. Payroll
    d. Accounts receivable
    e. Inventory

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 1: The learner will discuss the basic functions of business.

| Objectives | Measures |
|---|---|
| 1.1 Analyze the functions, organization, and roles of business in the United States. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 1.2 Identify major businesses and industries found in the United States. | |
| 1.3 Identify the major function of business in our society. | |
| 1.4 Explain the basic characteristics of a free enterprise system, e.g., private property, profit motivation, competition, and specialization. | |
| 1.5 Identify the characteristics of the major types of business ownership. | |
| 1.6 Explain the role of profit in a free enterprise system. | |
| 1.7 Explain the major activities within a business, e.g., marketing, supervising, coordinating operations, financing, and managing information flow. | |
| 1.8 Explain the reasons why a data processing system should be cost effective. | |
| 1.9 Identify application appropriate for a computer system in business and industry. | |

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 1: The learner will discuss the basic functions of business.

| Objectives | Measures |
|---|---|
| 1.10 Identify the major uses of the computer as a tool for management. | |
| 1.11 Explain the reasons for increasing dependence on computers in processing information. | |
| 1.12 Explain the effects of computers on consumers. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 2: The learner will discuss fundamental data processing concepts.

| Objectives | Measures |
|---|---|
| 2.1 List the major developments in the history of data processing. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 2.2 Compare manual and electronic data processing. | |
| 2.3 Define the "data processing cycle". | |
| 2.4 Identify capabilities and limitations of a computer system. | |
| 2.5 Identify hardware and software components of computer systems. | |
| 2.6 Identify various input/output devices and media associated with computer data processing systems. | |
| 2.7 Define "computer programming" and the function of programming in a computer system. | |
| 2.8 List the advantages, disadvantages, and applications of various types of computer programming languages. | |
| 2.9 Explain the purpose of program flowcharting. | |
| 2.10 Identify selected codes used in the representation of data in computers. | |

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 2: The learner will discuss fundamental data processing concepts.

| Objectives | Measures |
|---|---|
| 2.11 Describe the binary and hexadecimal numbering systems, and calculate simple arithmetic problems in each. | |
| 2.12 Explain how information and data are organized in a computer system. | |
| 2.13 Describe methods used to plan and document data processing projects. | |
| 2.14 Discuss current issues in data processing. | |
| 2.15 Identify selected current developments in data processing. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 3: The learner will research careers in data processing.

| Objectives | Measures |
|---|---|
| 3.1 Explain the educational background, personal qualities, and work experience needed for various careers in data processing. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 3.2 Discuss the working conditions of data processing professionals. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 4: The learner will identify those work habits necessary in a data processing environment.

| Objectives | Measures |
|---|---|
| 4.1 Demonstrate work habits essential to data processing employees. | Refer to the VEC-BOE-C/TIP 6722-6723. |
| 4.2 Cope with job repetitiveness. | |
| 4.3 Function cooperatively with co-workers and learn to accept constructive criticism. | |
| 4.4 Use discretion when discussing confidential information, holding personal conversations, and giving business information. | |
| 4.5 Display appropriate attention to details in work being performed. | |
| 4.6 Plan and organize work by setting priorities for performing job tasks. | |
| 4.7 Complete job tasks while working under time pressures, interruptions, noises, and changing priorities. | |
| 4.8 Recognize the multiplier effect of errors as it relates to excessive costs and wasted time. | |
| 4.9 Provide for maintenance and care of magnetic media. | |
| 4.10 Maintain proper care of data processing equipment. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 5: The learner will identify employment skills necessary for entry level jobs.

| Objectives | Measures |
|---|---|
| 5.1 Develop interviewing skills that will enable the applicant to be considered for a job in the data processing area. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 5.2 Describe how personal characteristics can influence perceptions of others. | |
| 5.3 Complete a job application form correctly and legibly. | |
| 5.4 Describe how sources of job information may be used in securing a job in data processing. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 6: The learner will explain and effectively perform selected data entry operations.

| Objectives | Measures |
|---|---|
| 6.1 Explain the relationship between a source document and the entry record. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 6.2 Set up key entry device for keying operation. | |
| 6.3 Prepare data entry program for key entry form record layout. | |
| 6.4 Key data from source documents at a minimum rate according to business and industry standards. | |
| 6.5 Verify keyed input for accuracy using appropriate verification devices. | |
| 6.6 Correct entry errors identified by verification process. | |
| 6.7 Detect machine malfunctions and communicate such malfunctions to appropriate person. | |
| 6.8 Maintain sequence and control of source documents and relationship to keyed data records. | |
| 6.9 Perform routine maintenance and detect machine malfunctions on key entry device. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 7: The learner will demonstrate how to monitor and control input, and properly distribute output, through selected data processing areas.

| Objectives | Measures |
|---|---|
| 7.1 Arrange for the preparation and keying of data, logging, and routing the input to the proper destination. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 7.2 Distribute all reports on time to the persons indicated on the distribution list. | |
| 7.3 Update data control and procedure files. | |
| 7.4 Use a data control log to reflect the due-in and due-out dates. | |
| 7.5 Assign key entry jobs according to priorities and available personnel. | |
| 7.6 Store data medium in the proper location and maintain accurate logs. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 8: The learner will verify correctness, appearance, and consistency of input and output data using job instruction sheets, batch and/or hash totals, batch control sheets, and job reference manuals. The learner will also correct detected errors and schedule necessary reruns.

| Objectives | Measures |
|---|---|
| 8.1 Analyze data on a printout for completeness, appearance, and usability. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 8.2 Analyze a job request sheet for completeness and accuracy of information needed to run the job. | |
| 8.3 Arrange to rerun a job so that the output is an error free, usable report. | |
| 8.4 Correct all errors so that the output totals balance with the batch control totals. | |
| 8.5 Record an error on the job request sheet and route the job package to the appropriate person for corrections. | |
| 8.6 Perform a reasonable check on a set of source documents. | |
| 8.7 Prepare a batch control sheet for a batch of source documents. Properly count the number of documents, assign batch control numbers, and develop necessary control totals on specified fields of data. | |
| 8.8 Detect a problem that, if not corrected, would cause a delay in production or erroneous printouts from the computer. Confer with the individuals responsible to correct the situation. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 9: The learner will demonstrate how to code input data for data entry processing.

| Objectives | Measures |
|---|---|
| 9.1 Code data on source documents and submit for keying. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 9.2 Correct errors on a source document. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 10: The learner will demonstrate how to set up specific computer runs by selecting correct input data, control cards, special labels, and instruction sheets; then schedule and release those jobs for computer processing.

| Objectives | Measures |
|---|---|
| 10.1 Provide operator with input data, storage media, and necessary instructions to complete the run. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 10.2 Recheck the job for completeness and arrange it in the correct order for running. | |
| 10.3 Prepare a schedule of jobs to be processed during a shift, when given a list of jobs to be run that have sequence and priority considerations. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 11: The learner will demonstrate how to file, retrieve, and maintain records, disks, tapes, cards, and documents.

| Objectives | Measures |
|---|---|
| 11.1 File cards, tapes, disk packs, or documents as required for subsequent processing. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 11.2 Retrieve cards, tapes, disk packs, or documents as required for subsequent processing. | |
| 11.3 Locate, update, and record changes to document files. | |
| 11.4 Prepare, complete, and correct external labels for cataloging files. | |
| 11.5 Detect damage to tape reels and disk packs. | |

VOCATIONAL EDUCATION
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Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 12: The learner will explain how to maintain an updated inventory of tape reels and disk packs to determine replacement needs and/or growth rate.

| Objectives | Measures |
|---|---|
| 12.1 Determine number of tapes or disks required for current and projected processing jobs considering rotational and retirement requirements. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 12.2 Move media records to off-site storage for backup purposes. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 13: The learner will explain how a computer operator prepares the computer to process specific jobs.

| Objectives | Measures |
|---|---|
| 13.1 Determine the peripheral devices needed for a specific job request. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 13.2 Identify and obtain the forms needed for the job. | |
| 13.3 Locate files required and steps specified for a particular job from the run book. | |
| 13.4 Power up/down the computer and I/O devices. | |
| 13.5 Receive turnover from jobs on another shift. | |
| 13.6 Select appropriate control for a job to be run. | |
| 13.7 Load and reload the supervisor. | |
| 13.8 Start a line for a remote terminal. | |
| 13.9 Use utility program. | |
| 13.10 Assign disk and/or tape drives to appropriate logical address. | |
| 13.11 Load continuous forms in printer. | |

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 13: The learner will explain how a computer operator prepares the computer to process specific jobs.

| Objectives | Measures |
|---|---|
| 13.12 Determine carriage control tape required and mount on printer. | |
| 13.13 Punch carriage control tapes. | |
| 13.14 Adjust printer controls to obtain optimum print quality and alignment. | |
| 13.15 Set tape drive for proper density. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 14: The learner will explain how a computer operator monitors and controls the electronic computer and peripheral equipment.

| Objectives | Measures |
|---|---|
| 14.1 Activate reader to read job into the system. | Refer to the VEC-ROE-C/TIB 6722-6723. |
| 14.2 Load programs. | |
| 14.3 Check output material against job specifications. | |
| 14.4 Communicate with the computer through the console. | |
| 14.5 Detect a machine malfunction. | |
| 14.6 Interpret the indicators on a computer and take appropriate action. | |
| 14.7 Observe for abnormal termination of job. | |
| 14.8 Observe for verification printouts which indicate end of job or job steps. | |
| 14.9 Perform halt/restart procedures. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 15: The learner will explain how a computer operator performs basic housekeeping functions.

| Objectives | Measures |
|---|---|
| 15.1 Check control cards in the file against the job specifications for accuracy. | Refer to the VEC-BOE-C/TIP 6722-6723. |
| 15.2 Place all files in their correct storage locations. | |
| 15.3 Prepare external labels for cataloging all new cards, tapes, and disk files. | |
| 15.4 Separate multi-part forms. | |
| 15.5 Schedule peripheral devices to be used for jobs to be run on a given shift. | |
| 15.6 Maintain a record of equipment usage. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 16: The learner will explain how a computer operator performs routine maintenance on the computer system.

| Objectives | Measures |
|---|---|
| 16.1 Clear card jams. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 16.2 Cut tape and position new load point marker. | |
| 16.3 Replace printer ribbons. | |
| 16.4 Clean card readers, printers, and tape drives. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 17: The learner will explain the educational background, personal qualities, work experience, and specific job responsibilities for a computer programmer.

| Objectives | Measures |
|---|---|
| 17.1 List the education needed to become a programmer. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 17.2 Identify the various kinds of programmers. | |
| 17.3 List four personal traits of a successful programmer. | |

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 18: The learner will explain the educational background, personal qualities, work experience, and specific job responsibilities for a systems analyst.

| Objectives | Measures |
|---|---|
| 18.1 List the educational requirements of a systems analyst. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 18.2 Prepare a listing of the tasks performed by a system analyst. | |
| 18.3 Research the salaries of system analysts in four different businesses. | |

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 19: The learner will identify components of the microcomputer, learn the on/off powering sequence, and become familiar with the keyboard and the special function keys.

| Objectives | Measures |
|---|---|
| 19.1 Identify the components of the microcomputer used in the classroom. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 19.2 Demonstrate the power-up sequence. | |
| 19.3 Demonstrate the power-down sequence. | |
| 19.4 Learn the locations and uses of all special function keys on the microcomputer keyboard. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 20: The learner will explain and demonstrate the preliminary program development process.

| Objectives | Measures |
|---|---|
| 20.1 Explain and demonstrate the preliminary program development process. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 20.2 Define the processing and/or calculations required by the program. | |
| 20.3 Develop the logic sequence necessary to achieve the desired results. | |
| 20.4 Prepare a detailed program flowchart giving both a visual representation and a coinciding program narrative. | |
| 20.5 Estimate the time necessary to prepare a program. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 21: The learner will test the validity of the applications program when given appropriate test data.

| Objectives | Measures |
|---|---|
| 21.1 Desk check the logical validity of source program prior to compilation or interpretation given program specifications, logic sequence, I/O record layouts, listing of the source program, test data, and completed coding sheets for source program. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 21.2 Compile or interpret a program given a source program. | |
| 21.3 Correct syntax errors from a compilation of interpretation listing. | |
| 21.4 Verify that the program and text output data comply with program specifications. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 22: The learner will document programs properly.

| Objectives | Measures |
|---|---|
| 22.1 Write a documentation narrative giving record layout(s), program logic, sequence, and program specifications. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 22.2 Complete input/output record layout forms. | |
| 22.3 Prepare a console operator's run sheet given program requirements, source program listing, operations run sheet, logic sequence forms, job stream forms, and program setup specifications. | |
| 22.4 Prepare a data control instructional worksheet given program and operation specifications. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 23: The learner will prepare computer programs in BASIC.

| Objectives | Measures |
|---|---|
| 23.1 Code a read/print program using simple looping techniques, following given program specifications. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 23.2 Code a read/print program using simple loops and the addition and division operands. | |
| 23.3 Code a read/print program using simple loops, the multiplication and subtraction operands, and a READ-DATA statement pair. | |
| 23.4 Save a program on diskette or cassette tape. | |
| 23.5 Code a read/write program, using a main-heading line, column headings, and the date. | |
| 23.6 Code a program using simple loops, multiplication, division, and numeric field accumulators. | |
| 23.7 Code a program using SET, RESET, and PRINT for the creation of a simple video display. | |
| 23.8 Flowchart and code a program, creating I/O layouts, that uses various arithmetic operands, headings, and accumulators. | |

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 23: The learner will prepare computer programs in BASIC.

| Objectives | Measures |
|---|---|
| 23.9 Code a program that uses pagination, subroutines, and repetitive looping. | |
| 23.10 Code a program that contains a "nested if" construction. | |
| 23.11 Code a program that contains a single level control break. | |
| 23.12 Code a program that contains a multiple level control break. | |
| 23.13 Code a program that contains a two dimensional array. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 24: The learner will prepare computer programs in COBOL.

| Objectives | Measures |
|---|---|
| 24.1 Explain the meaning of COBOL. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 24.2 Identify and describe the major divisions of a COBOL program. | |
| 24.3 Identify the required entry in the Identification Division. | |
| 24.4 Identify the required entries in the Environment Division. | |
| 24.5 Identify the required entries in the Data Division, File Section. | |
| 24.6 Prepare correct word descriptions from Input/Output layout charts. | |
| 24.7 Identify the second section of the Data Division. | |
| 24.8 Explain the breakdown of the Procedure Division into paragraphs and sentences. | |
| 24.9 Explain the use of the division of the COBOL coding form. | |
| 24.10 Explain the two step process for compiling and executing a COBOL program. | |

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 24: The learner will prepare computer programs in COBOL.

| Objectives | Measures |
|---|---|
| 24.11 Code a READ/PRINT program using simple looping techniques, following given program specifications. | |
| 24.12 Code a READ/PRINT program with ADD/DIVIDE calculations using simple looping techniques, following program specifications. | |
| 24.13 Code a READ/PRINT program using simple loops and MULTIPLY/SUBTRACT statements. | |
| 24.14 Code a READ/WRITE program, adding a main heading, date, and column headings. | |
| 24.15 Code a program using simple loops, multiplication, division, headings, and numeric field accumulators. | |
| 24.16 Flowchart and code a program, creating I/O layouts that use various arithmetic operands, headings, and accumulators. | |
| 24.17 Code a program that uses pagination, subroutines, and repetitive looping. | |
| 24.18 Code a program that contains a "nested if" construction. | |
| 24.19 Code a program that contains a single level control break. | |
| 24.20 Code a program that contains a multiple level control break. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 25: The learner will use selected applications software programs proficiently.

| Objectives | Measures |
|---|---|
| 25.1 Use an electronic spreadsheet program. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 25.2 Use a data base management program. | |
| 25.3 Use a word processing program emphasizing basic functions. | |
| 25.4 Use graphics software program. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Business Data Processing Occupations I and II

COMPETENCY GOAL 26: The learner will code from a logic sequence an applications program using an appropriate business computer language such as COBOL, RPG, or BASIC.

| Objectives | Measures |
|---|---|
| 26.1 Code applications programs given program specifications, data record layouts, programming reference manuals, and coding sheets. | Refer to the VEC-BOE-C/TIB 6722-6723. |
| 26.2 Code parameters for utility programs given utility reference manuals, job specifications, record layouts, and parameter coding forms, and recognize vendor variations. | |
| 26.3 Code instructions for an identified routine given program specifications, programmer's reference manual, logic sequence, and coding sheets. | |
| 26.4 Desk check and correct program syntax error(s) given a program with error(s) and verified documentation. | |

Business Exploration Outline

1. Business Careers

    a. Areas
        (1) computer and related occupations
        (2) accounting and related occupations
        (3) secretarial/word processing occupations
        (4) office support occupations
        (5) business management/ownership
    b. Requirements
        (1) personal
        (2) educational
        (3) physical
    c. Advantages/disadvantages
    d. Future outlook
    e. Salary ranges
    f. Advanced opportunities

2. Job Finding Skills

    a. Attitudes
    b. Classified ads
    c. Letters of application
    d. Applications/resumes
    e. Interviews
    f. Social security numbers

3. Computer Literacy

    a. Computer systems
    b. History
    c. Uses of computers
        (1) government
        (2) science
        (3) business
        (4) education
        (5) homes
    d. Computer abuse

4. Business Tools

    a. Keyboarding
        (1) parts of computer system
        (2) keyboarding techniques
    b. Word processing
    c. Ten-key pad
    d. Telephone

5. Computer Programming

   a. Flowcharts
   b. Low resolution statements
   c. Executing programs

6. Business Ownership

   a. Small business
   b. Types of businesses
   c. Characteristics of business
   d. Economic principles

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 8 Skills/Subject Area: Business Exploration

COMPETENCY GOAL 1: The learner will list risks and advantages of small businesses and describe four types of business ownership.

| Objectives | Measures |
|---|---|
| 1.1 List risks and advantages of owning a small business. | Refer to National Business Education Association test items. |
| 1.2 Define four types of business ownership. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 8 Skills/Subject Area: Business Exploration

COMPETENCY GOAL 2: The learner will discuss the five business career areas.

| Objectives | Measures |
|---|---|
| 2.1 List and describe the five business career areas. | Refer to National Business Education Association test items. |
| 2.2 Name and describe at least one career from each of the five career areas. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 8 Skills/Subject Area: Business Exploration

COMPETENCY GOAL 3: The learner will develop job-finding skills.

| Objectives | Measures |
|---|---|
| 3.1 Discuss positive attitudes toward work. | Refer to National Business Education Association test items. |
| 3.2 Read classified ads. | |
| 3.3 Write letters of application. | |
| 3.4 Write resumes. | |
| 3.5 Fill out job applications. | |
| 3.6 Know where to find occupational information. | |
| 3.7 Conduct mock job interviews. | |
| 3.8 Discuss Social Security numbers and apply for one. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 8: Skills/Subject Area: Business Exploration

COMPETENCY GOAL 4: The learner will understand what computers are, how they work, their history, and the impact of computers on society.

| Objectives | Measures |
|---|---|
| 4.1 Identify mainframe computers, minicomputers, and microcomputers and disucss differences in size, cost, and uses. | Refer to National Business Education Association test items. |
| 4.2 Describe input, memory, central processing unit, and output. | |
| 4.3 Define and identify "input", "output", and "storage devices". | |
| 4.4 Define and identify hardware and software. | |
| 4.5 Define "program" and identify several computer languages. | |
| 4.6 Identify and describe early computing machine which led to the development of modern computers. | |
| 4.7 Identify differences in the four generations of computers. | |
| 4.8 Discuss computer abuse in our society. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 8 Skills/Subject Area: Business Exploration

COMPETENCY GOAL 5: The learner will use equipment and machines common to business operations.

| Objectives | Measures |
|---|---|
| 5.1 Touch type using proper syntax on a computer. | Refer to National Business Education Association test items. |
| 5.2 Use a word processor to print out corrected copy. | |
| 5.3 Use correct fingering on a 10 key pad to do basic calculations. | |
| 5.4 Develop proper telephone etiquette. | |
| 5.5 Use other machines found in individual classroom. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 8 Skills/Subject Area: Business Exploration

COMPETENCY GOAL 6: The learner will create an original program in BASIC low resolution graphics.

| Objectives | Measures |
|---|---|
| 6.1 Correctly use the statements G, COLOR, PLOT, HLIN, and VLIN to program a graphics display. | Refer to National Business Education Association test items. |
| 6.2 Use proper syntax in writing low resolution program. | |
| 6.3 Edit low resolution programs. | |

Business Law Outline

1. Introduction

    a. Origin, development, and meaning of law
    b. Nature and kind of law
    c. System of courts
    d. Crimes and torts

2. Contracts

    a. Making contacts
    b. Types of contracts
    c. Elements of a contract
    d. Termination of contract
    e. Remedies for breach

3. Law of Sales

    a. Nature of sales contracts
    b. Ownership and risk
    c. Warranties and product liability
    d. Consumer protection

4. Property and Property Right

    a. Personal property
    b. Real property

5. Insurance

    a. Nature and theory of insurance
    b. Types of insurance
    c. Rights and responsibilities

6. Employer/Employee Relations

    a. Employment contracts
    b. Employee protection
    c. Fringe benefits
    d. Government regulations

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 1: The learner will define the basic components of the court system and terminology related to law.

| Objectives | Measures |
|---|---|
| 1.1 Define selected legal terms. | Refer to the VEC-BOE-C/TIB 6512. |
| 1.2 Explain how the activities of individuals are affected by law when given specific examples. | |
| 1.3 Differentiate among the following sources of law: English common law, statutes, administrative law, court decisions, and federal and state constitutions. | |
| 1.4 Explain the differences between torts and crimes. | |
| 1.5 Explain the state and federal court system of the United States. | |
| 1.6 Identify rights and responsibilities of minors. | |
| 1.7 List at least six professions/occupations which require licensing in North Carolina. | |
| 1.8 Decide under what circumstances legal counsel should be sought when given examples. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 2: The learner will list advantages and disadvantages of different types of business organizations.

| Objectives | Measures |
|---|---|
| 2.1 Define selected legal terms related to business organizations. | Refer to the VEC-BOE-C/TIB 6512. |
| 2.2 Compare the legal requirements and practical differences for organizing the following: sole proprietorship, general partnership, limited partnership, corporation, and professional service corporations. | |
| 2.3 Analyze how certain federal, state, and local regulations affect the internal operation of a business. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 3: The learner will identify the elements of, and parties involved in, the making of a contract.

| Objectives | Measures |
|---|---|
| 3.1 Define selected legal terms related to contracts. | Refer to the VEC-BOE-C/TIB 6512. |
| 3.2 Identify the basic requirements of a valid offer and acceptance. | |
| 3.3 Identify elements of a valid contract. | |
| 3.4 Describe under what conditions contracts with minors or incompetent parties are legally enforceable. | |
| 3.5 Identify elements of a legal contract. | |
| 3.6 Identify elements of consideration. | |
| 3.7 Identify methods by which contracts are discharged or terminated. | |
| 3.8 Identify various types of contracts that are subject to the Statute of Frauds. | |
| 3.9 Describe the consequences for breach of contract. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 4: The learner will define and name the parties to a sales contract.

| Objectives | Measures |
|---|---|
| 4.1 Define selected legal items related to sales. | Refer to the VEC-BOE-C/TIB 6512. |
| 4.2 Explain the fundamental differences between a sale and a secured sales transaction. | |
| 4.3 Explain the rights and obligations of the buyer and seller under a secured sales transaction. | |
| 4.4 Identify rights and obligations in securing and using credit. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 5: The learner will explain the major types of consumer insurance.

| Objectives | Measures |
|---|---|
| 5.1 Define selected legal terms related to insurance. | Refer to the VEC-BOE-C/TIB 6512. |
| 5.2 Identify situations where insurable interests exist for home, automobile, life, health, and accident. | |
| 5.3 Describe the following types of life insurance contracts: straight or ordinary life, limited-payment life, endowment, and term policies. | |
| 5.4 Identify standard clauses in life, health, accident, home, and automobile policies. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 6: The learner will identify the types of, and parties to, a commercial paper transaction.

| Objectives | Measures |
|---|---|
| 6.1 Define selected legal terms related to negotiable instruments. | Refer to the VEC-BOE-C/TIB 6512. |
| 6.2 Identify the basic elements of a negotiable instrument. | |
| 6.3 Explain under what circumstances the basic types of negotiable instruments may be used. | |
| 6.4 Explain the purposes of various types of endorsements. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 7: The learner will distinguish between, explain the acquisition of, and the transfer of real and personal property.

| Objectives | Measures |
|---|---|
| 7.1 Define selected legal terms related to property rights. | Refer to the VEC-BOE-C/TIB 6512. |
| 7.2 Explain the difference between the basic rights and obligations of a landlord and tenant. | |
| 7.3 Differentiate between real and personal property as it relates to taxes and transfer of ownership. | |
| 7.4 Identify and describe the requirements of a valid will. | |
| 7.5 Analyze the importance of having a will in given situations. | |
| 7.6 Analyze how zoning laws affect the ownership of real property. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11, 12 Skills/Subject Area: Business Law

COMPETENCY GOAL 8: The learner will explain the factors involved in employee/employer relations.

| Objectives | Measures |
|---|---|
| 8.1 Define selected legal terms related to employee and employer relations. | Refer to the VEC-BOE-C/TIB 6512. |
| 8.2 Describe federal and state laws involving employee/employer relationships. | |

Business Management/Ownership Outline

1. Nature of American Business

2. Environment of American Business

3. Business Ownership

4. Management Functions

5. Personnel Management

6. Compensation and Benefits

7. Labor Relations and Legislation

8. Women and Minorities in Business

   a. Recent trends
   b. Availability of resources
   c. Legislation
   d. Competition
   e. Career opportunities

9. Leadership

   a. Parliamentary procedures
   b. Leadership development

10. Communications

11. Marketing

12. Purchasing and Production

13. Financial Management

14. Government and Business

15. Managing Information

   a. Information systems
   b. Financial records
   c. Office services
   d. Research/decision-making

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12

Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 1: The learner will explain the nature of small business.

| Objectives | Measures |
|---|---|
| 1.1 Analyze the personal advantages of owning your own business. | Refer to National Business Education Association test items. |
| 1.2 Analyze the personal risks of owning your own business. | |
| 1.3 Determine what entrepreneurial skills you need to start your own business. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 2: The learner will identify potential as an entrepreneur.

| Objectives | Measures |
|---|---|
| 2.1 Evaluate potential for decision-making, problem-solving, and creativity. | Refer to National Business Education Association test items. |
| 2.2 Determine potential for management, planning operations, personnel, and public relations. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 3: The learner will develop a business plan.

| Objectives | Measures |
|---|---|
| 3.1 Research how a business plan should be organized. | Refer to National Business Education Assocation test items. |
| 3.2 Identify and use the mechanics for developing a plan. | |
| 3.3 Prepare for using technical assistance. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12

Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 4: The learner will choose the type of ownership appropriate for a business.

| Objectives | Measures |
|---|---|
| 4.1 Analyze the appropriate choice of ownership for a business. | Refer to National Business Education Association test items. |
| 4.2 Define policies and procedures for a successful, multiple-owner operation. | |
| 4.3 Use decision-making tools that aid in evaluating marketing activities. | |
| 4.4 Complete a location feasibility study for the business. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 5: The learner will explain financing a business.

| Objectives | Measures |
|---|---|
| 5.1 Describe the sources available to help in estimating finances to start a business. | Refer to National Business Education Association test items. |
| 5.2 Determine the financing necessary to start a business. | |
| 5.3 Prepare a projected profit and loss statement. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 6: The learner will research legal issues of a business.

| Objectives | Measures |
|---|---|
| 6.1 Determine the need for legal assistance. | Refer to National Business Education Association test items. |
| 6.2 Prepare sales contracts. | |
| 6.3 Appraise the effects of regulations on business operations. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 7: The learner will discuss managing a business.

| Objectives | Measures |
|---|---|
| 7.1 Plan goals and objectives for a business. | Refer to National Business Education Assocation test items. |
| 7.2 Diagram the organizational structure for a business. | |
| 7.3 Establish control procedures. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 8: The learner will develop skills in promoting a business.

| Objectives | Measures |
|---|---|
| 8.1 Create a long-range promotional plan. | Refer to National Business Education Association test items. |
| 8.2 Analyze competitive promotional activities. | |
| 8.3 Plan a community relations program. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12

Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 9: The learner will develop skills in keeping business records.

| Objectives | Measures |
|---|---|
| 9.1 Describe double-entry bookkeeping. | Refer to National Business Education Association test items. |
| 9.2 Select the type of computer software needed to maintain records. | |
| 9.3 Identify the types of records that a business should keep. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 12 Skills/Subject Area: Business Management/ Ownership

COMPETENCY GOAL 10: The learner will develop skills in managing finances.

| Objectives | Measures |
|---|---|
| 10.1 Explain the importance of cash flow management. | Refer to National Business Education Association test items. |
| 10.2 Identify financial control procedures. | |
| 10.3 Describe how to find cash flow patterns. | |
| 10.4 Review microcomputer applications for financial management. | |
| 10.5 Analyze the legal rights and recourse of credit grantors. | |
| 10.6 Prepare a credit promotion plan. | |

Business Math Outline

1. Basic Skills Review

    a. Fundamental processes
    b. Aliquot parts and fractions
    c. Decimals and percentages
    d. Common weights and measures

2. Cash Records and Banking

    a. Personal
    b. Business

3. Buying and Selling

4. Credit

    a. Charge accounts
    b. Installment buying
    c. Promissory notes

5. Payroll

    a. Gross earnings
    b. Deductions
    c. Payroll register
    d. Income tax returns

6. Investments and Capital

    a. Savings accounts
    b. Stocks and bonds
    c. Partnership
    d. Insurance

7. Business Graphs

    a. Preparation, interpretation, and use
        (1) bar graphs
        (2) line graphs
        (3) circle graphs
    b. Computer mathematics
        (1) decimal system
        (2) binary system

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 1: The learner will demonstrate fundamental mathematics skills.

| Objectives | Measures |
|---|---|
| 1.1 Solve digit and word problems. | Refer to VEC-BOE-C/TIB 6311, p. 180. |
| 1.2 Use subtraction skills to solve digit and word problems. | |
| 1.3 Use multiplication skills to solve digit and word problems. | |
| 1.4 Demonstrate division skills by solving digit and word problems. | |
| 1.5 Demonstrate ability to work with fractions. | |
| 1.6 Convert decimals to percentages and percentages to decimals. | |
| 1.7 Change fractions to percentages and percentages to fractions. | |
| 1.8 Convert a decimal to a fraction, and a fraction to a decimal. | |
| 1.9 Find the percentage of a total number by using the basic percentage formula. | |
| 1.10 Find percentage rates by using the basic percentage formula. | |
| 1.11 Compute the percent of increase or decrease by using the basic percentage formula. | |

Skills/Subject Area: Business Math

COMPETENCY GOAL 1: The learner will demonstrate fundamental mathematics skills.

| Objectives | Measures |
|---|---|
| 1.12 Determine the "base" by using the percentage formula when the percentage and the rate are known. | |
| 1.13 Find the ratio of one number to another. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 2: The learner will compute units of measurement using the two major measurement systems.

| Objectives | Measures |
|---|---|
| 2.1 Compute units of measurement using the English system. | Refer to VEC-BOE-C/TIB-6311, p. 182. |
| 2.2 Compute units of measurement using the metric system of measurement. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 3: The learner will demonstrate ability to determine and compute employee compensation based on wages and/or salaries.

| Objectives | Measures |
|---|---|
| 3.1 Compute hourly wages from source documents. | Refer to VEC-BOE-C/TIB 6311, pp. 183-186. |
| 3.2 Complete time cards and compute regular and overtime pay. | |
| 3.3 Compute total earnings from source documents. | |
| 3.4 Compute monthly, weekly, and bi-weekly salaries from source documents. | |
| 3.5 Convert salary to hourly rate. | |
| 3.6 Define and compute the straight commission method of payment. | |
| 3.7 Explain and compute the salary-plus-commission method of payment. | |
| 3.8 Explain the concept of "bonus" pay. | |
| 3.9 Differentiate between "salary plus fixed bonus" and "salary plus graduated bonus." | |
| 3.10 Compute total pay from source documents containing salary and bonus. | |
| 3.11 Explain the wage plan known as the "piecework" plan. | |

Skills/Subject Area: Business Math

COMPETENCY GOAL 3: The learner will compute units of measurement using the two major measurement systems.

| Objectives | Measures |
|---|---|
| 3.12 Differentiate between the straight piece-work plan and the differential piece-work plan. | |
| 3.13 Utilize income tax tables for determining employee payroll deductions. | |
| 3.14 Utilize social security tax tables for determining employee and employer taxes. | |
| 3.15 Prepare payroll register and compute net pay. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL The learner will explain the concept of "interest" and compute the dollar amount and the interest rate for specific credit transactions.

| Objectives | Measures |
|---|---|
| 4.1 Explain the concept of interest. | Refer to VEC-BOE-C/TIB 6311, pp. 187-190. |
| 4.2 Define specific terms utilized in computing interest. | |
| 4.3 Demonstrate ability to use the interest formula. | |
| 4.4 Compute the interest (dollar amount) on a loan for a one-year period. | |
| 4.5 Compute the interest (dollar amount) on a loan for a period other than one year. | |
| 4.6 Compute the rate of interest on a loan for a one-year period. | |
| 4.7 Compute the rate of interest on a loan for a period other than one year. | |
| 4.8 Determine the date of maturity when the time is stated in months. | |
| 4.9 Determine the date of maturity when the time is stated in days. | |
| 4.10 Demonstrate ability to compute interest utilizing the 60-day, 6% method. | |

Skills/Subject Area: Business Math

COMPETENCY GOAL 4: The learner will explain the concept of "interest" and compute the dollar amount and the interest rate for specific credit transactions.

| Objectives | Measures |
|---|---|
| 4.11 Define the term "promissory note." | |
| 4.12 Define the term "bank discount" and compute the bank discount from information provided. | |
| 4.13 Differentiate between an ordinary bank loan and a collateral loan. | |
| 4.14 Define the term "mortgage" and compute the quarterly and annual dollar interest from data provided. | |
| 4.15 Explain the concept of "installment credit." | |
| 4.16 Explain the term "annual percentage rate" and compute the APR and the dollar amount of interest for specific situations. | |
| 4.17 Define the term "finance charge." | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 5: The learner will demonstrate ability to utilize banking services through a personal checking account.

| Objectives | Measures |
|---|---|
| 5.1 Identify the steps in opening a checking account. | Refer to VEC-BOE-C/TIB 6311, p. 191. |
| 5.2 Audit a set of check stubs and compute the ending balance. | |
| 5.3 Prepare a bank reconciliation for a given set of data. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 6: The learner will identify the various methods of investing and compute earnings for different forms of investments.

| Objectives | Measures |
|---|---|
| 6.1 Differentiate between stated interest and compound interest. | Refer to VEC-BOE-C/TIB 6311, pp. 192-132. |
| 6.2 Compute the interest for daily, quarterly, and semi-annual periods. | |
| 6.3 Demonstrate ability to use the compound interest tables. | |
| 6.4 Identify the two major U.S. savings bonds. | |
| 6.5 Explain the difference between the interest-payment methods for Series E and Series H bonds. | |
| 6.6 Interpret information given in stock market quotations in the newspaper. | |
| 6.7 Compute the dollar amount of dividends on specific shares of stock. | |
| 6.8 Differentiate between savings bonds and corporate bonds. | |
| 6.9 Interpret bond market quotations. | |
| 6.10 Utilize the bond market quotations to determine market value and/or interest paid for specific bonds. | |

Skills/Subject Area: Business Math

COMPETENCY GOAL 6: The learner will identify the various methods of investing and compute earnings for different forms of investments.

| Objectives | Measures |
|---|---|
| 6.11 Explain the term "accrued interest" and compute the interest accrued on specific bonds. | |
| 6.12 Compute the rate of return on a savings account, a stock investment, and a bond investment. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 7: The learner will differentiate between "trade" and "cash" discounts and demonstrate ability to compute each.

| Objectives | Measures |
|---|---|
| 7.1 Explain the term "trade discount." | Refer to VEC-BOE-C/TIB 6311, pp. 193-195. |
| 7.2 Compute the single trade discount and the invoice price from data provided. | |
| 7.3 Compute the rate of trade discount on the basis of data provided. | |
| 7.4 Demonstrate ability to compute a series of discounts utilizing information provided. | |
| 7.5 Define the term "cash discount." | |
| 7.6 Compute the cash discount and the cash price on the basis of data provided. | |
| 7.7 Compute the rate of cash discount from data provided. | |
| 7.8 Explain the difference between a trade discount and a cash discount. | |
| 7.9 Define the term "transportation charges." | |
| 7.10 Compute the "total cost" for an item including invoice price and transportation charges. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 8: The learner will demonstrate ability to complete retail records and to compute selling prices.

| Objectives | Measures |
|---|---|
| 8.1 Prepare and compute sales tickets with extensions, sales tax, and totals. | Refer to VEC-BOE-C/TIB 6311, pp. 196-197. |
| 8.2 Compute markup (dollar amount) based on cost and on retail price utilizing data provided. | |
| 8.3 Compute the rate of markup based on cost and on retail price utilizing data provided. | |
| 8.4 Demonstrate ability to use "markup" tables. | |
| 8.5 Define the term "markdown" and compute markdown from information provided. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 9: The learner will prepare an income statement.

| Objectives | Measures |
|---|---|
| 9.1 Define the term "net income." | Refer to VEC-BOE-C/TIB 6311, pp. 199-204. |
| 9.2 Differentiate between a service business and a manufacturing business. | |
| 9.3 Compute the net income for a service business based on information provided. | |
| 9.4 Compute the net income for a manufacturing business based on data provided. | |
| 9.5 Define the term "net loss." | |
| 9.6 Compute gross profit as a percentage of sales based on data provided. | |
| 9.7 Compute net income as a percentage of sales based on data provided. | |
| 9.8 Compute the cost of goods sold from information provided. | |
| 9.9 Prepare a comparative income statement showing the amount and the percentage of increase or decrease for specific years. | |
| 9.10 Identify the four basic methods of sharing profit or loss in a partnership. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 10: The learner will prepare a balance sheet.

| Objectives | Measures |
|---|---|
| 10.1 Define the terms "assets", "liabilities", and "owner's equity". | Refer to VEC-BOE-C/TIB 6311, pp. 204-211. |
| 10.2 Write and explain the accounting equation. | |
| 10.3 Explain the difference between the balance sheet and the income statement. | |
| 10.4 Prepare a comparative balance sheet showing increase or decrease and the percent of change. | |
| 10.5 Describe "current assets" and compute as a percent of total assets from data provided. | |
| 10.6 Explain the difference between current and long-term liabilities. | |
| 10.7 Define the term "working capital" and compute the working capital from data provided. | |
| 10.8 Compute the current ratio and the acid-test ratio on the basis of the balance sheet provided. | |
| 10.9 Determine the amount to be paid to each creditor, on the basis of data provided, when a business files bankruptcy. | |
| 10.10 Define the term "accounts receivable" and explain the process of aging the accounts. | |

Skills/Subject Area: Business Math

COMPETENCY GOAL 10: The learner will prepare a balance sheet.

| Objectives | Measures |
|---|---|
| 10.11 Compute the estimated "loss from bad debts" based on sales and on accounts receivables using data provided. | |
| 10.12 Determine the estimated value of the merchandise inventory by using the gross margin method. | |
| 10.13 Use the average cost method, the first-in, first-out method, and the last-in, first-out method for inventory valuation. | |
| 10.14 Determine the average inventory for a given set of data. | |
| 10.15 Compute the inventory turnover rate for a given set of data. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 11: The learner will compute the depreciation on specific assets using each of the three most popular methods and compute the allocation of overhead to various departments.

| Objectives | Measures |
|---|---|
| 11.1 Explain "depreciation." | Refer to VEC-BOE-C/TIB 6311, pp. 211-21. |
| 11.2 Compute the depreciation for a group of assets using the straight-line method, the declining-balance method, and the sum-of-the-year's-digits method. | |
| 11.3 Explain "overhead." | |
| 11.4 Determine the allocation of overhead expenses to various departments on the basis of space occupied and on the basis of number of employees. | |
| 11.5 Compute the allocation of overhead expenses for a retail firm on the basis of sales volume. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 12: The learner will compute the various types of taxes to which an individual may be subjected.

| Objectives | Measures |
|---|---|
| 12.1 Compute the sales tax on several items using data provided. | Refer to VEC-BOE-C/TIB 6311, pp. 213-214. |
| 12.2 Demonstrate ability to use the sales tax tables. | |
| 12.3 Compute the property tax for a given situation using the "dollars per $100" method. | |
| 12.4 Explain the difference between real property and personal property. | |
| 12.5 Explain the function of the W-2 form. | |
| 12.6 Explain the difference between a standardized deduction and itemized deductions. | |
| 12.7 Demonstrate ability to use federal and state income tax tables. | |
| 12.8 Compute the income tax due for a given set of data. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 13: The learner will identify the major types of life and automobile insurance and determine expenses associated with each.

| Objectives | Measures |
|---|---|
| 13.1 Determine the premium for a fire insurance policy based on data provided. | Refer to VEC-BOE-C/TIB 6311, pp. 214-216. |
| 13.2 List the advantages of purchasing a homeowner's insurance policy. | |
| 13.3 Explain "deductible" and "co-insurance." | |
| 13.4 Compute the amount of insurance protection necessary to be considered "fully" insured for replacement cost. | |
| 13.5 Identify the four major types of automobile insurance. | |
| 13.6 Explain the terms of an auto policy which reads 15/30/5. | |
| 13.7 Compute the amount of money the insurance company will pay in various situations using data provided. | |
| 13.8 Identify the three major factors that are taken into account in determining the premium a driver must pay for auto insurance. | |
| 13.9 Explain "comprehensive automobile" and "collision" insurance. | |

Skills/Subject Area: Business Math

COMPETENCY GOAL 13: The learner will identify the major types of life and automobile insurance and determine expenses associated with each.

| Objectives | Measures |
|---|---|
| 13.10 Identify and describe the four basic types of life insurance. | |
| 13.11 Compute the premium for a life insurance policy using data provided. | |
| 13.12 Identify the least expensive method of premium payment. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Business Math

COMPETENCY GOAL 14: The learner will demonstrate ability to utilize business data.

| Objectives | Measures |
|---|---|
| 14.1 Analyze information presented in a vertical and/or horizontal bar chart. | Refer to VEC-BOE-C/TIB 6311, p. 217. |
| 14.2 Interpret information presented in a line graph. | |
| 14.3 Analyze and draw conclusions on information presented in a pie chart. | |

Computer Applications Outline

1. Care of Equipment and Materials

    a. Terminology
    b. Utilization and maintenance

2. Systems Software

    a. DOS functions
    b. DOS commands

3. Applications Software

    a. Data base management
    b. Mailing list
    c. Word processing
    d. Spreadsheet (financial analysis)
    e. Graphics
    f. Inventory
    g. Integrated software
    h. Simulation software
    i. General ledger
    j. Accounts payable
    k. Accounts receivable
    l. Payroll
    m. Telecommunications

4. Impact of Computers on Business and Individuals

5. Career Opportunities

6. Software Evaluation

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 1: The learner will demonstrate proper care of equipment and materials.

| Objectives | Measures |
|---|---|
| 1.1 Identify various input/output devices and media associated with computer systems. | Refer to VEC-BOE-C/TIB 6712 |
| 1.2 Provide for maintenance and care of equipment and magnetic media. | |
| 1.3 Demonstrate proper start-up procedures to load software programs. | |
| 1.4 Locate, identify, and learn to use appropriate control, codes, and/or function keys. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 2: The learner will identify and describe the basic functions of a computer system.

| Objectives | Measures |
|---|---|
| 2.1 Identify hardware and software characteristics of a computer system. | Refer to VEC-BOE-C/TIB 6712 |
| 2.2 Identify the major uses of the computer as a tool for organizing and solving problems. | |
| 2.3. Identify applications appropriate for a computer system in business and industry. | |
| 2.4 Demonstrate how to file, retrieve, and maintain records. | |
| 2.5 Demonstrate the use of disk operating system commands to perform routine disk file maintenance. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 3: The learner will examine the various jobs and general responsibilities in the data processing field.

| Objectives | Measures |
|---|---|
| 3.1 Discuss current issues relating to business computer usage. | Refer to VEC-BOE-C/TIB 6712 |
| 3.2 Explain the educational background, personal qualities, and work experience needed in computer-related careers. | |
| 3.3 Perform data entry operations accurately. | |
| 3.4 Verify and correct data on printout for completeness, appearance, accuracy, and usability. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 4: The learner will use a data base management program.

| Objectives | Measures |
|---|---|
| 4.1 Discuss the advantages of using a data base program. | Refer to VEC-BOE-C/TIB 6712 |
| 4.2 List several applications for which a data base program can be used. | |
| 4.3 Create a data base file. | |
| 4.4 Enter, update, and add data in the file. | |
| 4.5 Search the data base for specific items. | |
| 4.6 Printout data base reports. | |
| 4.7 Store and retrieve files. | |
| 4.8 Define data-base-related terms. | |
| 4.9 Collect and organize data to be used in a data base file. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 5: The learner will use an electronic spreadsheet program.

| Objectives | Measures |
|---|---|
| 5.1 Discuss the advantages of using a data base program. | Refer to VEC-BOE-C/TIB 6712 |
| 5.2 List several applications in which spreadsheet programs can be used. | |
| 5.3 Enter labels, values, and expressions into appropriate spreadsheet cells. | |
| 5.4 Use simple mathematical and statistical functions. | |
| 5.5 Use the replicate or copy command for both tables and formulas. | |
| 5.6 Insert, delete, and move rows, columns and blocks. | |
| 5.7 Change column width. | |
| 5.8 Divide the screen into windows. | |
| 5.9 Fix titles horizontally and/or vertically. | |
| 5.10 Format and label numeric entries. | |
| 5.11 Use the logical operators AND, OR, NOT. | |

Skills/Subject Area: Computer Applications

COMPETENCY GOAL 5: The learner will use an electronic spreadsheet program.

| Objectives | Measures |
|---|---|
| 5.12 Identify and use recalculation options. | |
| 5.13 Edit the content of a cell. | |
| 5.14 Print entrie and selected portions of spreadsheet. | |
| 5.15 Store and retrieve files. | |
| 5.16 Define spreadsheet-related terms. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 6: The learner will use a graphics program.

| Objectives | Measures |
|---|---|
| 6.1 Discuss the advantages of using a graphics program. | Refer to VEC-BOE-C/TIB 6712 |
| 6.2 List several applications in which a graphics program can be used. | |
| 6.3 Use a graphics program to create line, bar, and pie chart graphs. | |
| 6.4 Demonstrate the use of data interchange format (DIF). | |
| 6.5 Store and retrieve file. | |
| 6.6 Define graphics-related terms. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Computer Applications

COMPETENCY GOAL 7: The learner will use a word processing program.

| Objectives | Measures |
|---|---|
| 7.1 Discuss the advantages of using a word processing program. | Refer to VEC-BOE-C/TIB 6712 |
| 7.2 List several applications in which a word processing program can be used. | |
| 7.3 Use appropriate procedures to open a document and/or create a file. | |
| 7.4 Enter and edit text using appropriate command keys. | |
| 7.5 Store, retrieve and update files. | |
| 7.6 Format and print documents. | |
| 7.7 Explain and use other related subprograms. | |
| 7.8 Define word processing related terms. | |

Introduction to Business Outline

1. Free Enterprise System

    a. Profit motive
    b. Business organization
    c. Business cycles
    d. Economic systems

2. Business and the Consumer

3. Economic Risks and Insurance

4. Banks and Banking Services

5. Credit

6. Savings and Investments

7. Money Management and Budgeting

8. Government, Business, and Labor

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 1: The learner will identify and describe the basic characteristics and functions of the private enterprise system in the United States.

| Objectives | Measures |
|---|---|
| 1.1 Explain the interrelationships among political, economic, and social systems in the United States. | Refer to the VEC-BOE-C/TIB 6010, pp. 8-14. |
| 1.2 Describe the basic reasons for the development of free enterprise in the United States. | |
| 1.3 Identify at least three characteristics of a free enterprise system. | |
| 1.4 Describe the role of the individual in the free enterprise system as a producer, a consumer, and a conserver. | |
| 1.5 Describe the role of government in the free enterprise system as a producer, a consumer, a protector, a regulator, and a promoter of growth. | |
| 1.6 Compare the major forms of business ownership in the United States. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 2: The learner will explain the role of business as both producer and consumer.

| Objectives | Measures |
|---|---|
| 2.1 Use business terminology as it applies to business activity. | Refer to the VEC-BOE-C/TIB 6010, pp. 15-24. |
| 2.2 Describe the role of the "profit motive" in a capitalistic system. | |
| 2.3 Identify the factors of production. | |
| 2.4 Identify the classification of businesses in the United States on the basis of function. | |
| 2.5 Describe the concept of "specialization" as it relates to the manufacture of goods. | |
| 2.6 Explain at least three functions of management within any type of business ownership. | |
| 2.7 Explain three methods used by business to process data. | |
| 2.8 Explain how the importing of a foreign product affects the costs associated with manufacture and sale of a similar American-made product. | |
| 2.9 Explain how Americans spending dollars in a foreign country may affect the United States balance of payments. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 3: The learner will explain how banking affects business and the consumer.

| Objectives | Measures |
|---|---|
| 3.1 Identify the functions of money for government, businesses, and consumers. | Refer to the VEC-BOE-C/TIP 6010, pp. 25-33. |
| 3.2 Identify the functions of the different types of banks in the United States. | |
| 3.3 Describe consumer services offered by commercial banks and how these services assist in money management. | |
| 3.4 Explain under what circumstances computers increase the efficiency of the banking industry. | |
| 3.5 Explain the functions and the organization of the Federal Reserve System. | |
| 3.6 Identify the types of checking accounts offered by commercial banks and credit unions and explain the purpose of each. | |
| 3.7 Identify the appropriate steps for:<br>a. opening a personal checking account.<br>b. making a bank deposit.<br>c. writing checks.<br>d. endorsing checks.<br>e. maintaining check stubs.<br>f. reconciling a bank statement. | |
| 3.8 Identify the types of savings accounts offered by commercial banks, credit unions, and savings and loans associations, and explain the purpose of each. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 4: The learner will describe the concept of credit and explain its effect on the individual and the total economy.

| Objectives | Measures |
|---|---|
| 4.1 Identify and describe the major sources of credit for government, business, and the consumer. | Refer to the VEC-BOE-C/TIB 6010, pp. 34-43. |
| 4.2 Describe "credit rating" as it relates to business and consumers. | |
| 4.3 Identify the advantages and disadvantages of credit. | |
| 4.4. Identify the three bases on which credit is granted. | |
| 4.5 Differentiate between installment and noninstallment credit. | |
| 4.6 Conclude whether the use of credit is free, and if not, determine who pays. | |
| 4.7 Determine the effect on our economy if the use of credit were banned. | |
| 4.8 Explain the concept of a "cashless society". | |
| 4.9 Explain the purpose of the Truth-in-Lending Law. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 5: The learner will explain the importance of money management in government, business, and for the individual.

| Objectives | Measures |
|---|---|
| 5.1 Identify the major purposes of a budget for governments, businesses, and consumers. | Refer to the VEC-BOE-C/TIB 6010, pp. 44-48. |
| 5.2 Describe the effect of inflation on the purchasing power of money. | |
| 5.3 Develop, use, and evaluate a personal money management plan. | |
| 5.4 Explain how wise spending by a wise consumer affects that individual's standard of living. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 6: The learner will describe the role of the consumer and identify the sources and uses of consumer information and protection.

| Objectives | Measures |
|---|---|
| 6.1 Explain how business and government have assumed responsibility to provide consumer information and protection. | Refer to the VEC-BOE-C/TIB 6010, pp. 49-61. |
| 6.2 Identify the basic rights of all consumers. | |
| 6.3 Identify the sources of private and public consumer product information. | |
| 6.4 Identify functions of at least three government protective agencies. | |
| 6.5 Identify and describe the major legislative acts that affect consumer protection and information. | |
| 6.6 Define the term "consumerism" and the reasons for its emergence. | |
| 6.7 Evaluate the effects of advertising on consumer decisions. | |
| 6.8 Evaluate the effect of conservation of goods and resources on an individual's standard of living as well as society in general. | |
| 6.9 Evaluate the effect of one's values on consumer decisions. | |
| 6.10 Analyze the effect of consumer financial decisions on both the life of the individual and society at large. | |

Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 6: The learner will describe the role of the consumer and identify the sources and uses of consumer information and protection.

| Objectives | Measures |
|---|---|
| 6.11 Evaluate selected products in terms of value, service, and maintenance. | |
| 6.12 Find the best values, with respect to price and quality, for identified products. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 7: The learner will explain the functions of savings and investments and identify how and where to save and invest.

| Objectives | Measures |
|---|---|
| 7.1 Explain the effect of savings upon the American economy. | Refer to the VEC-BOE-C/TIB 6010, pp. 63-70. |
| 7.2 Explain the effect of inflation on the value of savings accounts. | |
| 7.3 Identify the features of bonds and compare with those of stocks. | |
| 7.4 Investigate the housing market and explain various factors. | |
| 7.5 Identify the costs of owning a home. | |
| 7.6 Explain the correct procedures for buying stocks and bonds over-the-counter and through a broker. | |
| 7.7 Interpret the information in a financial listing of daily transactions on the American or New York Stock Exchange. | |
| 7.8 Explain how savings accounts earn money. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 8: The learner will identify the economic risks to which most persons are exposed and explain the concept of risk-sharing as a means of protection.

| Objectives | Measures |
|---|---|
| 8.1 Identify the major purpose of life insurance. | Refer to the VEC-BOE-C/TIB 6010, pp. 71-77. |
| 8.2 Identify and describe the major types of life insurance policies. | |
| 8.3 List the major types of health insurance and describe the purpose of each. | |
| 8.4 Identify the major provisions of automobile insurance and explain each provision. | |
| 8.5 Explain the concept of "no-fault" automobile insurance. | |
| 8.6 Explain the major elements of property insurance. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 9: The learner will explain the importance of a planned career selection process.

| Objectives | Measures |
|---|---|
| 9.1 Identify at least six jobs available in each of the following occupations: accounting, secretarial/stenographic, data processing, clerical, and management occupations. | Refer to the VEC-BOE-C/TIR 6010, pp. 78-82. |
| 9.2 Explain worker characteristics, training, and education needed for accounting, secretarial/stenographic, data processing, clerical, and business management occupations. | |
| 9.3 Prepare a personal course schedule by grade level based upon high school business course offerings, labor market demands, personal interests, and abilities. | |
| 9.4 Identify at least three sources of job information. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 10: The learner will explain the interdependence of government, business, and labor in the American economy.

| Objectives | Measures |
|---|---|
| 10.1 Differentiate between a monopolistic and a competitive organization. | Refer to the VEC-BOE-C/TIB 6010, pp. 83-89. |
| 10.2 Explain the difference between a progressive tax and a regressive tax; give examples of each. | |
| 10.3 Explain the role of government in a free enterprise system and describe how consumers share costs for public services through taxation. | |
| 10.4 Discuss the purpose and functions of the labor movement in the United States. | |
| 10.5 Discuss the role of "labor" as a producer and a consumer of goods and services. | |
| 10.6 Explain the importance of good labor/management relations to a business enterprise and the economy. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 11: The learner will describe the relationship between distribution, marketing, and transportation.

| Objectives | Measures |
|---|---|
| 11.1 Explain the relationship betweem the manufacturer, retailer, and the wholesaler. | Refer to the VEC-BOE-C/TIB 6010. pp. 90-94. |
| 11.2 Explain at least five functions of marketing. | |
| 11.3 Identify what competitive advantages chain stores have over individually owned stores. Explain why some individually owned stores still manage to flourish despite these advantages. | |
| 11.4 Compare at least four modes of transportation in distributing goods. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Business

COMPETENCY GOAL 12: The learner will demonstrate positive attitude toward work and peers.

| Objectives | Measures |
|---|---|
| 12.1 Follow oral and written directions accurately. | Refer to the VEC-BOE-C/TIB 6010, p. 95. |
| 12.2 Do routine tasks without showing outward signs of frustration. | |
| 12.3 Move from task to task freely without wasting time. | |
| 12.4 Work with others without exhibiting jealousy or hostility. | |

Introduction to Computers Outline

1. History of Computer Industry

2. The Impact of Computers on Business and Individuals

3. The Computer System and Its Components

    a. Data processing cycle
    b. Central processing unit
    c. Input/output devices and media

4. Survey of Computer Languages

    a. Flowcharting
    b. Languages

5. Career Opportunities

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Computers

COMPETENCY GOAL 1: The learner will trace the history of the computer industry.

| Objectives | Measures |
|---|---|
| 1.1 List the major developments in the history of data processing. | Refer to the VEC-BOE-C/TIB 6710, p. 55. |
| 1.2 Compare manual, mechanical, unit record, and electronic data processing. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Computers

COMPETENCY GOAL 2: The learner will explain the impact of computers on business and individuals.

| Objectives | Measures |
|---|---|
| 2.1 Define the data processing cycle. | Refer to the VEC-BOE-C/TIB 6710, pp. 56-56. |
| 2.2 Identify capabilities and limitations of a computer system. | |
| 2.3 Identify hardware and software characteristics of computer systems. | |
| 2.4 Identify various input/output devices and media associated with data processing systems. | |
| 2.5 Define computer programming and the function of programming in a computer system. | |
| 2.6 List the advantages, disadvantages, and applications of various types of computer programming languages. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Computers

COMPETENCY GOAL 3: The learner will describe the computer system and its components.

| Objectives | Measures |
|---|---|
| 3.1 Explain the purpose of program flowcharting. | Refer to the VEC-BOE-C/TIB 6710, pp. 56-58. |
| 3.2 Identify applications appropriate for a computer system in business and industry. | |
| 3.3 Explain the effects of computers on consumers. | |
| 3.4 Compare and contrast batch and transaction (real time) data processing. | |
| 3.5 Identify selected codes used in the representation of data in computers. | |
| 3.6 Describe the binary and hexadecimal numbering systems and calculate simple arithmetic problems in each. | |
| 3.7 Explain how information and data are organized in a computer system. | |
| 3.8 Describe methods used to plan and document data processing projects. | |
| 3.9 Define systems analysis as it relates to the purpose of systems flowcharting. | |
| 3.10 Identify the major uses of the computer as a tool for management. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Introduction to Computers

COMPETENCY GOAL 4: The learner will identify current issues and career opportunities in data processing.

| Objectives | Measures |
|---|---|
| 4.1 Discuss current issues in data processing. | Refer to the VEC-BOE-C/TIB 6710, p. 58. |
| 4.2 Identify selected current developments in data processing. | |
| 4.3 Explain the educational background, personal qualities, and work experience needed for various careers in data processing. | |

Office Occupations I and II Outline

1. Office Orientation

   a. Classification of industries
   b. Organizational structure of business
   c. Comparison of office jobs
   d. Analysis of duties, skills, and personal traits

2. Oral Communications

   a. Receiving callers
   b. Placing and answering telephone calls
   c. Using telephone directories
   d. Selection of appropriate telephone, telegraphic, or mail gram service
   e. Telephone techniques--screening, referrals, making appointments, routing, and terminating calls

3. Information Processing

   a. Letter composition
   b. Dictation and transcription of mailable letters
   c. Comparison of a traditional office setting to a word processing center
   d. Types of word/data processing equipment
   e. Use of reference materials for proofreading and editing
   f. Interpersonal skills

4. Records Management

   a. Procedures for filing
   b. Storage and retrieval of files
   c. Updating files
   d. Use of micrographic processes
   e. Use of electronic data equipment in filing

5. Repographics

6. Mailing and Shipping Services

   a. Classes of U.S. mail
   b. Handling incoming and outgoing mail
   c. Selection of appropriate mail services

7. Skills for Office Employment

   a. Job information sources
   b. Preparation of letter of application, personal data sheet, and application form
   c. Job interview

8. Business Systems

   a. Cash control systems
   b. Inventory systems
   c. Payroll systems
   d. Purchasing systems
   e. Sales systems

9. Planning Business Travel

   a. Travel services
   b. Hotel/motel arrangements
   c. Itineraries and expense reports

10. Personal Taxes

   a. Sources of revenue
   b. Preparation of income tax forms

11. Meetings and Conferences

   a. Facilities arrangements
   b. Preparation of materials
   c. Minutes and follow-up

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 1: The learner will analyze the duties, knowledge, skills, and personal traits needed to perform within an office setting of a business.

| Objectives | | Measures |
|---|---|---|
| 1.1 | Identify the types and functions of offices as they relate to the total operation of businesses. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 20-23. |
| 1.2 | Describe how the type and size of a business determine office organization. | |
| 1.3 | Identify at least five classifications of office workers and list the duties, knowledge, skills, and person traits needed for each. | |
| 1.4 | Explain the interrelationships of office jobs. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 2: The learner will demonstrate basic language skills in oral communications.

| Objectives | | Measures |
|---|---|---|
| 2.1 | Receive callers in a pleasant, courteous manner and direct them to the appropriate person, if necessary. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 25-34. |
| 2.2 | Select appropriate telephone/telegraphic/ mailgram services when given specific examples. | |
| 2.3 | Use correct telephone techniques for greetings, referrals, screening, making appointments, routing, and terminating calls. | |
| 2.4 | Place and answer telephone calls that give and receive accurate business information. | |
| 2.5 | Use telephone directories correctly. | |
| 2.6 | Maintain a record of appointments made through telephone calls, letters, and person-to-person. | |
| 2.7 | Recognize characteristics of effective oral communications. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 3: The learner will process information in a business using identified procedures.

| Objectives | | Measures |
|---|---|---|
| 3.1 | Identify the steps in the data processing cycle. | Refer to the VEC-BOE-C/TIR 6612, 6623, pp. 35-62. |
| 3.2 | Explain the importance of electronic data processing equipment to business operations. | |
| 3.3 | Define the following basic terms in data processing: electronic data processing, data, input, output, memory, source document, and central processing unit. | |
| 3.4 | Explain the following methods of processing data: manually, mechanically, and electronically. | |
| 3.5 | Calculate manually the following mathematical computations: converting fractions to decimals, figuring percentage of increase and decrease, discounts, markup and markdown, and interest. | |
| 3.6 | Operate ten-key adding machines and electronic calculators to do basic mathematical computations. | |
| 3.7 | Use a transcriber and electric typewriter to prepare mailable letters, reports, and other correspondence according to office production standards. | |

Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 3: The learner will process information in a business using identified procedures.

| Objectives | Measures |
|---|---|
| 3.8 Compose and dictate mailable business letters using a transcriber. | |
| 3.9 Type tables and reports in mailable form using an electric typewriter. | |
| 3.10 Type mailable printed business forms using an electric typewriter. | |
| 3.11 Compare the organization of a traditional office setting to that of a company using word processing centers. | |
| 3.12 Compare the cost of the three methods of originating a business letter: shorthand, longhand, or transcribing machine. | |
| 3.13 Identify the types of word processing equipment currently being used by businesses. | |
| 3.14 Locate business information using reference and other sources. | |
| 3.15 Demonstrate legible handwriting in preparing handwritten documents. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 4: The learner will exhibit interpersonal skills, work habits, and attitudes that are acceptable in business.

| Objectives | | Measures |
|---|---|---|
| 4.1 | Solve human relations problems that might occur in the office during a business day. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 63-85. |
| 4.2 | Work cooperatively with co-workers and supervisors. | |
| 4.3 | Demonstrate ability to work independently. | |
| 4.4 | Communicate ideas effectively to individuals and/or groups. | |
| 4.5 | Listen attentively. | |
| 4.6 | Display tact and courtesy in an office setting. | |
| 4.7 | Maintain appropriate personal hygiene and appearance. | |
| 4.8 | Use materials and equipment and maintain work area in a responsible manner. | |
| 4.9 | Follow oral and written instructions correctly when performing job tasks. | |
| 4.10 | Describe basic office customs and acceptable social behavior in an office setting. | |

Skills/Subject Area: Office Occupations I & II

COMPETENCY GOAL 4: The learner will exhibit interpersonal skills, work habits, and attitudes that are acceptable in business.

| Objectives | Measures |
|---|---|
| 4.11 Plan and organize work by setting priorities for performing job tasks. | |
| 4.12 Demonstrate the ability to complete job tasks while working under pressure of time, interruptions, noise, and changing priorities. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 5: The learner will develop concepts about file organization and management.

| Objectives | | Measures |
|---|---|---|
| 5.1 | Compare the advantages of the four filing systems. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 86-98. |
| 5.2 | Inspect, index, code, cross-reference, and arrange in alphabetical order materials to be filed. | |
| 5.3 | Sort, file, and retrieve information correctly using alphabetic and subject file systems. | |
| 5.4 | Retrieve information when geographic and numeric files are used. | |
| 5.5 | Identify types of filing equipment and supplies used in business. | |
| 5.6 | Explain acceptable office practices for removing records from the files, transferring files, and retaining files. | |
| 5.7 | Explain the advantages of using the following types of micrographics to retain records for a business: microfilm, microfiche, aperture card, and computer output microfilm (COM). | |
| 5.8 | Explain how electronic data processing equipment increases the efficiency of storing and retrieving records. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL The learner will prepare copies of materials after deciding upon the appropriate process of reproduction in terms of product, cost, and use of copies.

| Objectives | Measures |
|---|---|
| 6.1 Prepare, correctly proofread, and duplicate a specified number of copies showing efficient operation of a copying or duplicating machine. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 99-110. |
| 6.2 Select the appropriate process of reproduction in terms of product, cost, and use of copies for a particular job. | |
| 6.3 Describe the advantages and disadvantages of the photocopying process. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 7: The learner will process interoffice, incoming, and outgoing mail proficiently.

| Objectives | | Measures |
|---|---|---|
| 7.1 | Select appropriate mail services so that communications can be sent by the appropriate method in terms of importance, time factor, and cost. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 111-118. |
| 7.2 | Describe the classes of USA mail and special mailing services. | |
| 7.3 | Sort incoming mail and arrange in priority order for employees to handle. | |
| 7.4 | Identify duties of an office worker in handling incoming and outgoing mail. | |
| 7.5 | Use suggested format of the United States Postal Service for addressing envelopes. | |
| 7.6 | Prepare and update mailing lists. | |
| 7.7 | Chain feed envelopes with proficiency. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 8: The learner will compose and type in mailable form business correspondence in a clear, concise, and courteous manner.

| Objectives | | Measures |
|---|---|---|
| 8.1 | Spell and define selected business terms from a variety of sources. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 119-131. |
| 8.2 | Use correct spelling, grammar, and punctuation in typing business correspondence, reports, and business forms. | |
| 8.3 | Proofread, edit, and type in mailable form from rough-drafts, letters, reports and memorandums, carbon copies, envelopes, and enclosures. | |
| 8.4 | Choose from selected sentences or paragraphs the one in each case which best exhibits effective business communications for answers to specific correspondence. | |
| 8.5 | Use correct spelling, grammar, and punctuation in composing and typing business correspondence, reports, legal papers, and minutes. | |
| 8.6 | Explain how appearance, accuracy, relevance, timeliness, and readability of letters and reports convey an impression of the writer to the reader. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 9: The learner will develop interviewing skills that will enable the applicant to be considered for a job of his or her choice.

| Objectives | | Measures |
|---|---|---|
| 9.1 | Describe how sources of job information may be used in securing a job in business. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 132-142. |
| 9.2 | Compose and type, in mailable form, a letter of application and personal data sheet according to given format in response to positions available in the area of business. | |
| 9.3 | Complete a job application form correctly and legibly. | |
| 9.4 | Demonstrate the ability to apply for a job and to conduct oneself according to acceptable procedures during an interview situation. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 10: The learner will correctly process data used in cash control system.

| Objectives | Measures |
|---|---|
| 10.1 Define selected terms relating to cash control. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 143-158. |
| 10.2 Endorse checks and prepare deposit slips for a business account. | |
| 10.3 Prepare checks and check stubs in correct form when given a selected number of invoices to be paid. | |
| 10.4 Reconcile a bank statement of a business correctly. | |
| 10.5 Identify situations where a voucher check, certified check, bank draft, cashier's check, and money order may be used in making payments for a business. | |
| 10.6 Establish, record payments, and replenish petty cash funds using acceptable office procedures and a calculator. | |
| 10.7 Compose and type in mailable form routine correspondence relating to cash control. | |
| 10.8 Explain the legal ramifications a business must consider when an individual handles significant amounts of money. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 11: The learner will correctly process data used in an inventory system.

| Objectives | Measures |
|---|---|
| 11.1 Define selected terms relating to inventory control. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 159-176. |
| 11.2 Compare a computerized inventory system to a manual inventory system. | |
| 11.3 Explain the importance of accurate inventory control to the successful operation of a business. | |
| 11.4 Explain the interdependence of the inventory function and the purchasing function of a business. | |
| 11.5 Compare the two basic methods of keeping inventory--perpetual and periodic. | |
| 11.6 Explain why an increasing number of businesses are relying upon automated data processing equipment to maintain inventory control. | |
| 11.7 Prepare inventory control cards after making comparisons of purchase orders, invoices, and/or receiving reports using a calculator. | |
| 11.8 Make decisions to record stock when given specific information about company policies. | |

Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 11: The learner will correctly process data used in an inventory system.

| Objectives | Measures |
|---|---|
| 11.9 Set priorities for completing the following functions: recording goods received, comparing invoices with purchase orders, and filling requisition requests. | |
| 11.10 Compose and type in mailable form routine correspondence relating to inventory control. | |
| 11.11 File inventory control cards using an acceptable filing system. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 12: The learner will correctly process data used in a payroll system.

| Objectives | Measures |
|---|---|
| 12.1 Define selected terms relating to payroll. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 177-187. |
| 12.2 Using a calculator, compute wages when given hourly rates, piece rates, and commission percentages. | |
| 12.3 Prepare a payroll register for employees based on given information. | |
| 12.4 Transfer information accurately from a payroll register to employees' earning records. | |
| 12.5 Compare the speed and accuracy of a computer system used for the payroll process to a manual system used for the same process. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 13: The learner will correctly process data used in a purchasing system.

| Objectives | Measures |
|---|---|
| 13.1 Define selected terms relating to the purchase function of a business. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 188-205. |
| 13.2 Compare the procedures of a business using centralized purchasing versus decentralized purchasing. | |
| 13.3 Use recognized sources of information about suppliers of materials in catalogs, trade directories, and the Yellow Pages when preparing purchase orders and letters of inquires. | |
| 13.4 Compute trade, cash, and quantity discounts using a calculator. | |
| 13.5 Identify at least three ways an order may be placed with a vendor. | |
| 13.6 Explain how computer systems speed the ordering of materials and supplies needed frequently by a business. | |
| 13.7 Prepare reports in typewritten form that would assist purchasing agents in comparing costs of materials that would be considered for purchase. | |

Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 13: The learner will correctly process data used in a purchasing system.

| Objectives | Measures |
|---|---|
| 13.8 Compile and type requests for quotations in acceptable form when given copies of purchase requisitions. | |
| 13.9 Prepare purchase orders in typewritten form after using a calculator to compute extensions. | |
| 13.10 Compare purchase orders to corresponding invoices and receiving reports to determine errors in computations, terms, packing, and accuracy of shipment. | |
| 13.11 Compose and type in mailable form letters of inquiry about vendor materials and letters requesting credit for returned or damaged materials. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 14: The learner will process data used in a sales system.

| | Objectives | Measures |
|---|---|---|
| 14.1 | Define selected terms relating to sales. | Refer to the VEC-BOE-C/TIB 6612, 6623 pp. 206-220. |
| 14.2 | Explain the dependence of the total operation of a business on sales. | |
| 14.3 | Identify various methods of sales used by businesses. | |
| 14.4 | Explain to a customer a statement of account prepared by electronic data processing equipment. | |
| 14.5 | Select the appropriate method of shipping goods when given specific examples. | |
| 14.6 | Compose and type, in mailable form, sales letters, inquiry letters, and adjustment letters. | |
| 14.7 | Use acceptable procedures in processing a telephone request for products or services. | |
| 14.8 | Handle mail order requests properly by checking for completeness, accuracy, and credit references. | |
| 14.9 | Prepare, in typewritten form, sales invoices by computing extensions and including all pertinent information. | |

Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 14: The learner will process data used in a sales system.

| Objectives | Measures |
|---|---|
| 14.10 Prepare, in typewritten form, credit memorandums. | |
| 14.11 Prepare expense reports of a sales representative using a calculator. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 15: The learner will use travel and accommodation services in planning and expediting business trips.

| Objectives | Measures |
|---|---|
| 15.1 Prepare and type an itinerary in acceptable form. | Refer to the VEC-BOE-C/TIP 6612, 6623, pp. 221-229. |
| 15.2 Compose and type a mailable letter of reservation for a hotel/motel room. | |
| 15.3 Use a telephone to make airline and hotel reservations by giving clear, concise, and accurate information. | |
| 15.4 Identify situations when the following types of funds are used to pay travel expenses: traveler's checks, credit cards, personal checks, certified checks, cashier's checks, and cash. | |
| 15.5 Prepare a business expense report accurately. | |
| 15.6 Read airline timetables or a guide to make airline reservations. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12 Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 16: The learner will correctly complete income tax returns.

| Objectives | Measures |
|---|---|
| 16.1 Identify sources of tax revenue (state, local, county, federal). | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 230-233. |
| 16.2 Describe the major areas in which tax revenues are expended. | |
| 16.3 Determine deductible and nondeductible expenses for tax purposes. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Office Occupations I and II

COMPETENCY GOAL 17: The learner will plan a conference making all necessary arrangements.

| Objectives | Measures |
|---|---|
| 17.1 Edit and type minutes of meetings. | Refer to the VEC-BOE-C/TIB 6612, 6623, pp. 234-238. |
| 17.2 Compose and type accommodation arrangements and follow-up letters. | |
| 17.3 Plan an agenda for a meeting according to acceptable procedures. | |
| 17.4 Organize appropriate materials to be used in a meeting. | |

Recordkeeping Outline

1. Introduction

    a. Purpose
    b. Accuracy
    c. Legibility
    d. Computation

2. Personal Recordkeeping

    a. Planning personal finances
    b. Records of income and expenses
    c. Summarizing income and expenses
    d. Personal taxes

3. Cashier Records

4. Petty Cash Records

5. Banking Records

6. Sales Records

7. Purchase Records

8. Payroll Records

9. Records Management

    a. Alphabetic filing
    b. Subject and numeric filing
    c. Filing methods
    d. Records control

10. Automation

    a. Manual and mechanical data processing
    b. Computer media
    c. Electronic media

11. Introduction to Accounting

    a. Accounting equation
    b. Journals and journalizing
    c. End-of-period reports

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 1: The learner will explain basic recordkeeping skills.

| Objectives | | Measures |
|---|---|---|
| 1.1 | Follow oral and written instructions. | Refer to the VEC-BOE-C/TIB 6321, pp. 1-3. |
| 1.2 | Write all numbers, letters, and words legibly. | |
| 1.3 | Compute basic arithmetic functions using manual procedures and adding/calculator machines. | |
| 1.4 | Define selected recordkeeping terms. | |
| 1.5 | Organize work station for performing tasks efficiently. | |
| 1.6 | File recordkeeping documents using alphabetic, numeric, and subject systems. | |
| 1.7 | Explain the advantages of using microfilm and COM for maintaining records. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 2: The learner will develop skills in establishing and maintaining personal business records.

| Objectives | Measures |
|---|---|
| 2.1 Define selected terms relating to banking. | Refer to the VEC-BOE-C/TIB 6321, pp. 3-13. |
| 2.2 Identify the appropriate steps for:<br>a. opening a personal checking account<br>b. making a bank deposit<br>c. writing checks<br>d. endorsing checks<br>e. maintaining check stubs<br>f. reconciling a bank statement. | |
| 2.3 Explain the procedures in applying for a personal loan, credit card, and installment contract loan. | |
| 2.4 Complete a loan application, credit card application, and installment credit application. | |
| 2.5 Compute the cost of credit when given specific examples. | |
| 2.6 Maintain insurance, personal property, and real estate records in acceptable form. | |
| 2.7 Compute owner equity by determining personal assets and liabilities. | |
| 2.8 Identify various methods of protecting personal records. | |

Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 2: The learner will develop skills in establishing and maintaining personal business records.

| Objectives | Measures |
|---|---|
| 2.9 Identify types of personal records needing protection from loss. | |
| 2.10 Prepare a personal budget when given income and expenses for specific periods. | |
| 2.11 Prepare personal income tax returns, both state and federal. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 3: The learner will develop skills in maintaining cash and retail sales records.

| | Objectives | Measures |
|---|---|---|
| 3.1 | Define selected terms relating to retail sales and the keeping of records for such a system. | Refer to the VEC-BOE-C/TIB 6321, pp. 13-20. |
| 3.2 | Explain how use of the Universal Product Code and electronic cash registers speed the recording of sales processes. | |
| 3.3 | Record and/or maintain accurately the two types of sales records: cash register tapes and sales slips. | |
| 3.4 | Compute sales tax correctly. | |
| 3.5 | Verify proof of identity when a check is used for payment of sale. | |
| 3.6 | Prepare cash refund records. | |
| 3.7 | Prove cash and determine shortages or overages in cash sale reports. | |
| 3.8 | Prepare petty cash vouchers. | |
| 3.9 | Prove petty cash. | |
| 3.10 | Prepare a petty cash book and summary. | |
| 3.11 | Replenish petty cash fund. | |

Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 3: The learner will develop skills in maintaining cash and retail sales records.

| Objectives | Measures |
|---|---|
| 3.12 Process customer payments received by mail. | |
| 3.13 Endorse checks for businesses. | |
| 3.14 Prepare bank deposits for a business. | |
| 3.15 Verify invoices a business may receive by making comparisons with receiving reports and purchase orders. | |
| 3.16 Prepare and maintain accurate records for cash receipts and cash payments by journalizing and posting to the appropriate journal and ledger. | |
| 3.17 Prove cash using cash payments, cash receipts, and cash journals. | |
| 3.18 Maintain a business banking account using checks with stubs and voucher checks. | |
| 3.19 Record charge sales and payments in ledger form. | |
| 3.20 Prepare statements of accounts. | |

Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 3: The learner will develop skills in maintaining cash and retail sales records.

| Objectives | Measures |
|---|---|
| 3.21 Prepare sales reports by department and territory. | |
| 3.22 Explain how microcomputers and other computers speed the processing of records for retail sales. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 4: The learner will develop skills in maintaining payroll records.

| | Objectives | Measures |
|---|---|---|
| 4.1 | Define selected terms relating to payroll procedures. | Refer to the VEC-BOE-C/TIB 6321, pp. 20-25. |
| 4.2 | Process data used in a payroll system. | |
| 4.3 | Using a calculator, compute wages when given hourly rates, piece rate, and commission percentages. | |
| 4.4 | Prepare a payroll register for employees based on given information. | |
| 4.5 | Transfer information accurately from a payroll register to employees' earning records. | |
| 4.6 | Compare the speed and accuracy of a computer system used for the payroll process to a manual system used for the same process. | |
| 4.7 | Record and post transactions relating to the processing of payroll records. | |
| 4.8 | Explain the method for preparing payroll data for use in an electronic data processing system and describe the forms used in the system. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 5: The learner will develop skills in maintaining sales and accounts receivable records.

| Objectives | | Measures |
|---|---|---|
| 5.1 | Define selected terms relating to sales and accounts receivable. | Refer to the VEC-BOE-C/TIB 6321, pp. 25-30. |
| 5.2 | Prepare sales invoices for a business. | |
| 5.3 | Record sales invoices in a sales journal and post to a customer's account. | |
| 5.4 | Record cash received in a cash receipts journal and post to the customer's ledger account. | |
| 5.5 | Explain how electronic data processing equipment is used to post cash received to customers' accounts. | |
| 5.6 | Record entries in a multicolumn cash receipts journal and post to the accounts receivable ledger. | |
| 5.7 | Record entries in a sales journal and a multicolumn cash receipts journal and post to the customer's account in the accounts receivable ledger. | |
| 5.8 | Prepare a schedule of accounts receivable indicating a list of customers and the total amount owed. | |
| 5.9 | Record credit memorandums in a sales returns and allowances journal. | |

Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 5: The learner will develop skills in maintaining sales and accounts receivable records.

| Objectives | Measures |
|---|---|
| 5.10 Record entries in a sales journal, a cash receipts journal, and a sales returns and allowances journal, from completed business documents. | |
| 5.11 Identify the purposes, and prepare examples of statements of account using information from accounts receivable ledgers. | |
| 5.12 Determine the net amount of an invoice when a trade discount is given. | |
| 5.13 Determine trade and cash discounts. | |
| 5.14 Record entries in journals from completed business documents including trade discounts and cash discounts. | |
| 5.15 For processing sales and accounts receivable applications, explain the method for preparing data to be used in an electronic data processing system. Describe the forms used in the system. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 6: The learner will develop skills in maintaining purchasing and accounts payable records.

| | Objectives | Measures |
|---|---|---|
| 6.1 | Define selected terms relating to purchasing and accounts payable. | Refer to the VEC-BOE-C/TIB 6321. |
| 6.2 | Maintain stock record cards, prepare purchase requisitions, price quotation cards, and prepare purchase orders from purchase requisitions. | |
| 6.3 | For controlling inventory, explain the method for preparing data to be used in an electronic data processing system and describe the forms used in the system. | |
| 6.4 | Compare purchase invoices with corresponding purchase orders to verify quantity, description, and unit prices. | |
| 6.5 | Record entries in the purchases journal and post to the accounts payable ledger. | |
| 6.6 | Record invoices in the cash payments journal and post the information to the appropriate general ledger accounts. | |
| 6.7 | Prepare a schedule of accounts payable indicating a list of creditors and the amount owed to each creditor. | |
| 6.8 | Determine eligibility and figure purchase discounts for selected examples. | |

Skills/Subject Area: Recordkeeping

COMPETENCY GOAL 6: The learner will develop skills in maintaining purchasing and accounts payable records.

| Objectives | Measures |
|---|---|
| 6.9 Record entries in a cash payments journal having a column for purchases discount. | |
| 6.10 Record credit memorandums received from creditors in a purchases returns and allowances journal. | |
| 6.11 Post from the purchases returns and allowances journal to an accounts payable ledger. | |
| 6.12 For processing purchases and accounts payable, explain the method for preparing data to be used in an electronic data processing system and describe the forms used in the system. | |

Secretarial/Word Processing Occupations I and II Outline

1. Orientation to Secretarial/Word Processing Occupations

2. Communication and Word Processing

    a. Recording and transcribing skills
    b. Distribution skills
    c. Composition skills
    d. Interpersonal communication skills
    e. Storage and retrieval skills

3. Skills for Office Employment

    a. Interpersonal skills
    b. Career position analysis
    c. Employment processes

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 1: The learner will analyze and describe the duties, knowledge, skills, and personal traits needed to perform in administrative support.

| | Objectives | Measures |
|---|---|---|
| 1.1 | Discuss the three basic office structures: conventional (one-to-one), word processing (wp/as), and satellite. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 1.2 | Explain the basic concepts of word processing --its definition, equipment, advantages, and disadvantages. | |
| 1.3 | Compare the responsibility of a secretary in a one-to-one boss/secretary relationship to that of a corresponding secretary and administrative secretary. | |
| 1.4 | Identify types of jobs and related salaries available in administrative support occupations. | |
| 1.5 | Describe how the size of a business may influence office organization. | |
| 1.6 | Explain the interrelationships of office jobs. | |
| 1.7 | Compare the efficiency of producing a business letter when the originator dictates face-to-face, writes a letter in longhand, or uses machine dictation. | |
| 1.8 | Define selected terms related to office structures and secretarial/word processing positions. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 2: The learner will proofread, edit, and type in mailable form from rough draft, letters, reports, and memorandums with carbon copies, envelopes, and enclosures.

| Objectives | | Measures |
|---|---|---|
| 2.1 | Use selected proofreaders' symbols correctly when revising handwritten and typed copy. | Refer to the VEC-BOE-C/TIP 6222-6223. |
| 2.2 | Make neat corrections on typewritten copy. | |
| 2.3 | Use suggested format of the US Postal Service when addressing envelopes. | |
| 2.4 | Make appropriate decisions regarding the use of supplementary letter parts. | |
| 2.5 | Follow oral and written instructions when producing typewritten copy. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 3: The learner will record unpreviewed dictation at a minimum of 60 words per minute for two minutes and transcribe mailable typewritten copy within a given time.

| Objectives | | Measures |
|---|---|---|
| 3.1 | Read accurately shorthand outlines and punctuation from the textbook within a given time. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 3.2 | Transcribe accurately outlines and punctuation from the textbook within a given time. | |
| 3.3 | Punctuate correctly business letters containing parenthetical expressions, appositives, introductory clauses, series, compound adjectives, independent and dependent clauses. | |
| 3.4 | Spell words correctly using a dictionary or other reference sources. | |
| 3.5 | Divide words and phrases correctly at the end of typewritten lines. | |
| 3.6 | Proofread and correct all errors in dictated letters. | |
| 3.7 | Follow oral and written instructions related to dictation and transcription. | |

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 3: The learner will record unpreviewed dictation at a minimum of sixty words per minute for two minutes and transcribe mailable typewritten copy within a given time.

| Objectives | Measures |
|---|---|
| 3.8 Record previewed "new-matter dictation" at a minimum of 60 words per minute for three minutes and transcribe in typewritten form with at least 95% accuracy. | |
| 3.9 Record previewed "new-matter dictation" at a minimum of 60 words per minute for three minutes and transcribe in mailable typewritten form. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 4: The learner will use a transcriber and either a word processor or computer to prepare mailable letters, reports, and other correspondence according to office production standards.

| Objectives | | Measures |
|---|---|---|
| 4.1 | Develop continuity in typing while transcribing. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 4.2 | Analyze the importance of appearance, accuracy, and readability while setting priorities for transcribing. | |
| 4.3 | Use reference sources such as manuals, files, and directories to locate omitted information when transcribing. | |
| 4.4 | Handle materials and equipment in a responsible manner. | |
| 4.5 | Maintain work station in an acceptable manner. | |
| 4.6 | Plan and organize work by setting priorities for performing job tasks. | |
| 4.7 | Meet office production standards in performing job tasks while working under pressure of time, interruption, noise, and changing priorities. | |
| 4.8 | Manage time efficiently and perform tasks properly and reasonably. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 5: The learner will process interoffice, incoming, and outgoing mail proficiently.

| Objectives | Measures |
|---|---|
| 5.1 Identify different classes and appropriate uses of US Postal Service. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 5.2 Sort incoming mail and arrange in priority order for employees to handle. | |
| 5.3 Maintain up-to-date mailing lists. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 6: The learner will prepare copies of materials for recommended process of reproduction.

| Objectives | | Measures |
|---|---|---|
| 6.1 | Correctly prepare and proofread copy to be reproduced. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 6.2 | Distribute and/or route copies to appropriate department or person. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 7: The learner will compose and type simple business letters that are mailable, concise, clear, and that contain essential information.

| Objectives | | Measures |
|---|---|---|
| 7.1 | Compose letters of request for specific information, e.g., making reservations, providing routine information, and confirming an order. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 7.2 | Answer letters of response to requests for assistance, appointments, and product or service information. | |
| 7.3 | Compose letters of appreciation. | |
| 7.4 | Compose letters of congratulation. | |
| 7.5 | Spell and define selected business terms and commonly misspelled words. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 8: The learner will use effective oral communication skills in face-to-face and telecommunication settings.

| Objectives | | Measures |
|---|---|---|
| 8.1 | Describe how personal attitudes can influence verbal communication. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 8.2 | Practice effective listening habits such as recording key items of information during conversations. | |
| 8.3 | Verify accuracy of information received such as spelling of names and repeating of numbers. | |
| 8.4 | Explain ideas, instructions, and messages clearly. | |
| 8.5 | Show courtesy when answering questions, giving information, and receiving callers. | |
| 8.6 | Use discretion when discussing confidential information and receiving callers. | |
| 8.7 | Use acceptable manner, language, and tone in verbal communications. | |
| 8.8 | Use acceptable techniques for answering, screening, transferring, and terminating telephone calls. | |
| 8.9 | Place telephone calls effectively through the use of appropriate directories, equipment, and conversational techniques. | |

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 8: The learner will use effective oral communication skills in face-to-face and telecommunication settings.

| Objectives | Measures |
|---|---|
| 8.10 Maintain accurate records of telephone calls and office visitors. | |
| 8.11 Remember names of frequent visitors. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 9: The learner will arrange materials for alphabetic storage, file and retrieve accurately, and locate information from selected sources to answer business problems.

| Objectives | | Measures |
|---|---|---|
| 9.1 | Follow steps for processing records to be filed. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 9.2 | Explain steps for sorting and filing within alphabetic divisions. | |
| 9.3 | Identify folders, dividers, and labels needed for efficient alphabetic filing. | |
| 9.4 | Explain procedure to follow when removing records from files including use of "charge-out" forms and folders. | |
| 9.5 | Describe basic steps to follow in finding misplaced records. | |
| 9.6 | Identify advantages of using vertical, lateral, open-shelf, and reciprocating equipment for records storage. | |
| 9.7 | Use such reference sources as procedures manual, thesaurus, Zip Code Directory, information almanacs, and specialized index manuals and directories to locate information needed to code, store, retrieve, and process business records. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 11-12

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 10: The learner will demonstrate the ability to apply for a job, to conduct oneself according to acceptable procedures during an interview, and exhibit interpersonal skills and attitudes acceptable in business.

| Objectives | Measures |
|---|---|
| 10.1 Describe how personal characteristics can influence perceptions of others. | Refer to the VEC-BOE-C/TIB 6222-6223. |
| 10.2 Identify typical human relations problems that might occur in the office during a business day. | |
| 10.3 Function cooperatively with co-workers and supervisors and learn to accept constructive criticism. | |
| 10.4 Listen attentively, follow instructions, and demonstrate industriousness in working independently. | |
| 10.5 Act with tact and courtesy in performing office tasks. | |
| 10.6 Maintain appropriate personal hygiene and appearance. | |
| 10.7 Exhibit desirable personal traits necessary for office employment such as self-control and keeping confidential information. | |
| 10.8 Describe where to find and how to use sources of job information that may be used in securing a job in the secretarial/ word processing occupations. | |

Skills/Subject Area: Secretarial/Word Processing Occupations I and II

COMPETENCY GOAL 10: The learner will demonstrate the ability to apply for a job, to conduct oneself according to acceptable procedures during an interview, and exhibit interpersonal skills and attitudes acceptable in business.

| Objectives | Measures |
|---|---|
| 10.9 Compose and type in mailable form a letter of application and personal data sheet or resume in appropriate format in response to positions available in secretarial/word processing occupations. | |
| 10.10 Complete a job application form correctly and legibly. | |
| 10.11 Develop favorable interviewing skills that will enable the applicant to be considered for a job of his or her choice in the secretarial/word processing occupations. | |

Shorthand I and II Outline

1. Introduction to Shorthand
2. Shorthand Theory
3. Reading and Writing
4. Dictation
5. Transcription
6. Mailable Letters
7. Speed and Accuracy in Dictation
8. Speed and Accuracy in Transcription
9. Attitudes and Work Habits
10. Office-Style Dictation
11. Skill Integration
12. Specialized Dictation/Transcription
13. Preparation for Employment

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 10-12 Skills/Subject Area: Shorthand I and II

COMPETENCY GOAL 1: The learner will accurately read shorthand outlines and punctuation from the textbook within a given time (learning level).

| Objectives | Measures |
|---|---|
| 1.1 Recognize sound and punctuation symbols. | Refer to the VEC-BOE-C/TIB 6213, pp. 4-7. |
| 1.2 Read and write brief forms with at least 95% accuracy. | |
| 1.3 Read and write commonly used business phrases. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 10-12 Skills/Subject Area: Shorthand I and II

COMPETENCY GOAL 2: The learner will accurately transcribe connected material from the textbook and student homework within a given time.

| Objectives | Measures |
|---|---|
| 2.1 Write in longhand, sentences, letters, and paragraphs from shorthand plates in the textbook. | Refer to the VEC-BOE-C/TIB 6213, p. 8. |
| 2.2 Type sentences, letters, and paragraphs from homework notes. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 10-12 Skills/Subject Area: Shorthand I and II

COMPETENCY GOAL 3: The learner will integrate shorthand skills with the development of correct grammatical usage, sentence structure, punctuation, spelling, word division, capitalization, number usage, and typewriting.

| Objectives | Measures |
|---|---|
| 3.1 Apply rules of grammar and sentence structure correctly. | Refer to the VEC-BOE-C/TIB 6213, pp. 9-26. |
| 3.2 Apply rules of punctuation correctly. | |
| 3.3. Spell selected words correctly. | |
| 3.4 Divide words and phrases correctly at the end of typewritten lines. | |
| 3.5. Apply rules of capitalization and number usage correctly. | |
| 3.6 Proofread and correct all errors in business materials. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 10-12 Skills/Subject Area: Shorthand I and II

COMPETENCY GOAL 4: The learner will record previewed "new-matter dictation" at a minimum of 80 words per minute for three minutes and transcribe mailable typewritten copy within a given time on three separate occasions.

| Objectives | Measures |
|---|---|
| 4.1 Record previewed "new-matter dictation" at a minimum of 60 words per minute for two minutes and transcribe in typewritten form with at least 95% accuracy. | Refer to the VEC-BOE-C/TIB 6213, pp. 27-32. |
| 4.2 Record previewed "new-matter dictation" at a minimum of 60 words per minute for two minutes and transcribe in mailable typewritten form. | |
| 4.3 Record previewed "new-matter dictation" at a minimum of 70 words per minute for three minutes and transcribe in typewritten form with at least 95% accuracy. | |
| 4.4 Record previewed "new-matter dictation" at a minimum of 70 words per minute for three minutes, and transcribe in mailable typewritten form. | |
| 4.5 Record previewed "new-matter dictation" at a minimum of 80 words per minute for three minutes and transcribe in typewritten form with at least 95% accuracy. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 10-12 Skills/Subject Area: Shorthand I and II

COMPETENCY GOAL 5: The learner will demonstrate desirable work habits when performing the job tasks of a stenographer (application level).

| Objectives | Measures |
|---|---|
| 5.1 Maintain work area in an acceptable manner. | Refer to the VEC-BOE-C/TIB 6213, pp. 33-39. |
| 5.2 Utilize time and materials efficiently. | |
| 5.3 Handle and maintain equipment in a responsible manner. | |
| 5.4 Follow oral instructions accurately. | |
| 5.5 Follow written instructions accurately. | |
| 5.6 Maintain a businesslike attitude. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 10-12 Skills/Subject Area: Shorthand I and II

COMPETENCY GOAL 6: The learner will record "new-matter dictation" and "office-style dictation" at a rate commensurate with office standards and transcribe mailable letters and reports with envelopes and carbon copies within a given time.

| Objectives | Measures |
|---|---|
| 6.1 Make acceptable decisions in copy placement. | Refer to the VEC-BOE-C/TIB 6213, pp. 40-43. |
| 6.2 Assemble and type originals, carbon sheets, second sheets, and envelopes correctly and efficiently. | |
| 6.3 Use appropriate reference materials efficiently when transcribing. | |

Typewriting I/Keyboarding and Typewriting II Outline

1. Basic Typewriting/Keyboarding Skills

    a. Parts of equipment
    b. Alpha keys
    c. Numeric keys
    d. Symbols
    e. Special function keys
    f. Techniques
    g. Formatting

2. Basic Typewriting/Keyboarding Applications

    a. Personal notes
    b. One-page manuscripts
    c. Personal/business letters with envelopes
    d. Business letters with envelopes
    e. Outlines
    f. Reports with/without footnotes
    g. Tables

3. Improve Basic Typewriting/Keyboarding Skills and Applications

    a. Techniques
    b. Speed and accuracy
        (1) straight copy
        (2) statistical copy
        (3) rough-draft copy
    c. Applications
        (1) tables
        (2) reports
        (3) personal/business letters
    d. Basic English skills and composing skills
        (1) grammar guides
        (2) punctuation guides
        (3) number guides

4. Personal/Professional Skills

    a. Applications
        (1) unbound manuscripts
        (2) letters
    b. English skills
    c. Professional typewriting/keyboarding activities
        (1) interoffice memo
        (2) address list
        (3) index card list
        (4) agenda

(5) invoices
(6) appointment schedule
(7) minutes of meeting
(8) itinerary
(9) two-page form letter

5. Business Applications

a. Format tables
b. Multi-page manuscripts
c. Business reports
d. Unarranged materials
e. Filling in forms
f. Composition
(1) language arts skills
(2) proofreading

6. Productivity Levels

a. Timed straight copy typing
b. Timed rough-draft typing
c. Timed statistical typing
d. Duplicating/copying production
e. Timed business letter typing

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 1: The learner will identify, explain the function of, and use the operating parts of a typewriter.

| Objectives | Measures |
|---|---|
| 1.1 Identify and operate the following:<br>a. aligning scale<br>b. automatic line feeder<br>c. backspacer<br>d. card/envelope holders<br>e. carriage release<br>f. impression control<br>g. line-of-Writing scale<br>h. line-space regulator<br>i. margin release<br>j. margin stops (left/right)<br>k. multiple-copy control<br>l. paper bail and rolls<br>m. paper release<br>n. paper table, guide, and scale<br>o. platen (cylinder)<br>p. platen (cylinder) knobs<br>q. printing point indicator<br>r. ribbon carrier<br>s. ribbon control<br>t. shift key and lock<br>u. space bar<br>v. tab clear and set<br>w. tabulator<br>x. variable line spacer | Refer to VEC-BOE-C/TIB 6112, p. 130. |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 2: The learner will demonstrate proper typewriting techniques.

| Objectives | Measures |
|---|---|
| 2.1 Sit in a comfortable, relaxed position. Keep feet on floor and elbows in natural, relaxed position. Keep wrist low and relaxed and fingers properly curved. | Refer to VEC-BOE-C/TIB 6112, p. 130. |
| 2.2 Keep fingers in correct position over home keys; make quick, snappy strokes with proper controlling finger. | |
| 2.3 Use right thumb to control space bar; strike space bar properly. | |
| 2.4 Use return key properly and start new line without break or pause. | |
| 2.5 Use shift keys properly with correct fingers. | |
| 2.6 Use tabulator properly with correct finger. | |
| 2.7 Use correct reading/typing-keyboarding response patterns. | |
| 2.8 Follow directions carefully, give attention to technique cues and make an effort to improve. Practice with a purpose at assigned practical level and display alert attention, but show no evidence of tenseness in shoulders, arms, and hands. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 3: The learner will use touch method in operating the typewriter keyboard: alphabetic, numeric, and symbolic keys.

| Objectives | Measures |
|---|---|
| 3.1 Use touch method in typing alphabetic sentences. | Refer to VEC-BOE-C/TIB 6112, p. 130. |
| 3.2 Use touch method in typing numeric sentences. | |
| 3.3 Use touch method in typing numeric/ symbolic sentences. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 4: The learner will demonstrate standard proofreading procedures for locating all errors in typed copy.

| Objectives | Measures |
|---|---|
| 4.1 Demonstrate the comparative method of proofreading for locating all errors in typed copy. | Refer to VEC-BOE-C/TIB 6112, pp. 130-132. |
| 4.2 Demonstrate the verification method of proofreading for locating all errors in typed copy. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting/Keyboarding and Typewriting II

COMPETENCY GOAL 5: The learner will correctly center material horizontally and vertically on various sizes of paper.

| Objectives | Measures |
|---|---|
| 5.1 Center material horizontally and vertically on a standard sheet of paper. | Refer to VEC-BOE-C/TIB 6112, pp. 133-134. |
| 5.2 Center material horizontally and vertically on a half sheet of paper, short side at left. | |
| 5.3 Center material horizontally and vertically on a half sheet of paper, short side at top. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 6: The learner will produce corrected copies from partially arranged material.

| Objectives | Measures |
|---|---|
| 6.1 Produce corrected personal/business letters from partially arranged material. | Refer to VEC-BOE-C/TIB 6112, pp. 134-136. |
| 6.2 Produce corrected 2-column tables from partially arranged material. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 7: The learner will type from copy material rapidly and accurately, operating parts of the typewriter correctly.

| Objectives | Measures |
|---|---|
| 7.1 Type from straight copy, within three minutes, a minimum of 20 gwam with no more than six errors. | Refer to VEC-BOE-C/TIB 6112. |
| 7.2 Type from rough-draft, within three minutes, a minimum of 20 gwam with no more than six errors. | |
| 7.3 Type from statistical copy, within three minutes, a minimum of 12 gwam with no more than six errors. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 8: Demonstrate acceptable methods for correcting errors.

| Objectives | Measures |
|---|---|
| 8.1 Using an eraser, demonstrate acceptable method for correcting errors. | Refer to VEC-BOE-C/TIB 6112, pp. 136-137. |
| 8.2 Using correction tape or paper, demonstrate acceptable method for correcting errors. | |
| 8.3 Using correction fluid, demonstrate acceptable method for correcting errors. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 9: The learner will proofread, correct, and type material, locating all grammatical and typewriter errors.

| Objectives | Measures |
|---|---|
| 9.1 Use proofreader's marks correctly. | Refer to VEC-BOE-C/TIB 6112, pp. 137-140. |
| 9.2 Correct spelling errors. | |
| 9.3 Apply rules for word division. | |
| 9.4 Apply rules for punctuation. | |
| 9.5 Apply rules for capitalization. | |
| 9.6 Apply rules for typing numbers. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 10: The learner will type personal/business letter with envelopes using acceptable letter formats.

| Objectives | Measures |
|---|---|
| 10.1 Type correctly personal/business letters with envelopes in the block style. | Refer to VEC-BOE-C/TIB 6112, p. 141. |
| 10.2 Type correctly personal/business letters with envelopes in the modified block style. | |
| 10.3 Type correctly personal/business letters with envelopes in the AMS simplified style. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 11: The learner will type correctly special letter parts and mailing/addressee notations.

| Objectives | Measures |
|---|---|
| 11.1 Type these notations correctly:<br>a. attention line<br>b. subject line<br>c. postscript<br>d. mailing notations<br>e. addressee notations | Refer to VEC-BOE-C/TIP 6112, pp. 142-146. |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 12: The learner will type mailable business letters with copies and envelopes from unarranged, rough draft, and handwritten originals.

| Objectives | Measures |
|---|---|
| 12.1 Type, from unarranged, rough draft, and handwritten originals, a block letter with open punctuation. | Refer to VEC-BOE-C/TIB 6112, pp. 142-146. |
| 12.2 Type, from unarranged, rough draft, and handwritten originals, a modified block letter with five-space paragraph indentation and mixed punctuation. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 13: The learner will correctly type formal tables in proper format.

| Objectives | Measures |
|---|---|
| 13.1 Type table in proper format with column headings. | Refer to VEC-BOE-C/TIB 6112, pp. 147-148. |
| 13.2 Type table in proper format with horizontal rulings. | |
| 13.3 Type boxed table in proper format. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 14: The learner will type from an outline and manuscript, with or without footnotes, in an acceptable format from partially arranged rough-draft material.

| Objectives | Measures |
|---|---|
| 14.1 Type an outline in an acceptable format from handwritten copy. | Refer to VEC-BOE-C/TIP 6112, pp. 149-154. |
| 14.2 Type an unbound manuscript without footnotes in an acceptable format. | |
| 14.3 Type a two-page leftbound manuscript with footnotes in an acceptable format. | |
| 14.4 Type a two-page topbound manuscript without footnotes in an acceptable format. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 15: The learner will demonstrate consistent and desirable work habits.

| Objectives | Measures |
|---|---|
| 15.1 Follow written and oral instructions. | Refer to VEC-BOE-C/TIB 6112, pp. 155-158. |
| 15.2 Assemble and arrange supplies for easy accessibility. | |
| 15.3 Use supplies carefully. | |
| 15.4 Set priorities. | |
| 15.5 Manage time effectively. | |
| 15.6 Work cooperatively with others. | |
| 15.7 Clean and care for equipment. | |
| 15.8 Change typewriter ribbons. | |
| 15.9 Clean work station daily before leaving. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 16: The learner will type a complete business report.

| Objectives | Measures |
|---|---|
| 16.1 Type, in acceptable format, the following parts:<br><br>a. title page<br>b. table of contents<br>c. report pages<br>d. bibliography. | Refer to VEC-BOE-C/TIB 6112, pp. 155-158 |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 17: The learner will produce corrected business letters, documents, and reports from partially arranged material.

| Objectives | Measures |
|---|---|
| 17.1 Type, from partially unarranged material, corrected business letters. | Refer to VEC-BOE-C/TIB 6112, pp. 159-178. |
| 17.2 Type, from partially unarranged material, corrected three- and four-column tables. | |
| 17.3 Type, from partially unarranged material, corrected reports. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 18: The learner will type from copy material rapidly and accurately, operating parts of the typewriter correctly.

| Objectives | Measures |
|---|---|
| 18.1 Type from straight copy, within three minutes, a minimum of 35 gwam with no more than five errors. | Refer to VEC-BOE-C/TIB 6112, p. 164. |
| 18.2 Type from rough-draft copy, within three minutes, a minimum of 26 gwam with no more five errors. | |
| 18.3 Type from statistical copy, within three minutes, a minimum of 21 gwam with no more than five errors. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 19: The learner will correctly prepare material and duplicate copies using all available reprographic equipment.

| Objectives | Measures |
|---|---|
| 19.1 Prepare a corrected master for the spirit process and duplicate clear and readable copies. | Refer to VEC-BOE-C/TIB 6112, p. 164. |
| 19.2 Prepare a corrected original for the photocopier and reproduce clear and readable copies. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 20: The learner will type from copy material rapidly and accurately, operating parts of the typewriter correctly.

| Objectives | Measures |
|---|---|
| 20.1 Type from straight copy, within five minutes, a minimum of 40 gwam with no more than five errors. | Refer to VEC-BOE-C/TIB 6112. |
| 20.2 Type from rough-draft copy, within five minutes, a minimum of 30 gwam with no more than five errors. | |
| 20.3 Type from statistical copy, within five minutes, a minimum of 24 gwam with no more than five errors. | |
| 20.4 Type from script copy, within five minutes, a minimum of 35 gwam with no more than five errors. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 21: The learner will compose a given piece of business correspondence so that it is written in a clear, concise, and courteous manner, and in proper English, beginning with a rough-draft, followed by editing, and concluding with a final typed letter in acceptable mailable form.

| Objectives | Measures |
|---|---|
| 21.1 Write an acceptable response to a given piece of business correspondence. | Refer to VEC-BOE-C/TIB 6112, pp. 171-173. |
| 21.2 Type piece of business correspondence in mailable form using an acceptable style of letter and punctuation. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12 Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 22: The learner will accurately type business selected forms.

| Objectives | Measures |
|---|---|
| 22.1 Type accurately interoffice memorandums. | Refer to VEC-BOE-C/TIB 6112. |
| 22.2 Type accurately purchase orders and invoices. | |
| 22.3 Type accurately a job application form. | |

VOCATIONAL EDUCATION
BUSINESS AND OFFICE EDUCATION

Grade Level: 9-12

Skills/Subject Area: Typewriting I/Keyboarding and Typewriting II

COMPETENCY GOAL 23: The learner will type from copy material rapidly and accurately, operating parts of the typewriter correctly.

| Objectives | Measures |
|---|---|
| 23.1 Type from straight copy, within five minutes, a minimum of 45 gwam with no more than four errors. | Refer to VEC-BOE-C/TIB 6112. |
| 23.2 Type from rough-draft copy, within five minutes, a minimum of 35 gwam with no more than four errors. | |
| 23.3 Type from statistical copy, within five minutes, a minimum of 27 gwam with no more than four errors. | |
| 23.4 Type from script copy, within five minutes, a minimum of 40 gwam with no more than four errors. | |

# APPENDICES

## APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
(1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
(2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
(3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
(4) "Competency goals" means the ends toward which student learning is directed.
(5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
(1) citizenship, including the social studies-economics, history, government, sociology and human relations;
(2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
(3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
(4) healthful living, including personal and community health, physical education, recreation, and safety;
(5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
(6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;

(B) two course units in mathematics;

(C) two course units in social studies; one unit in government and economics, and one unit in United States history;

(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;

(E) one course unit in physical education and health;

(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

## APPENDIX C

### COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

| Course Units | Subjects |
|---|---|
| 4 | English |
| 2 | Mathematics |
| 2 | Social studies (1 unit in government and economics, 1 unit in United States History) |
| 2 | Science (1 unit in a life science or biology, 1 unit in one of the physical sciences) |
| 1 | Physical education and health |
| 9 | Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education) |
| 20 | Total Course Units |

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

| Program Area | Units |
|---|---|
| English | 4 |
| Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II | 4 |
| Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science) | 3 |
| Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units) | 3 |
| Foreign Languages - two levels of the same language | 2 |
| Health, P. E. | 1 |
| Vocational Education | 1 |
| Arts Education | 1 |
| Electives - minimum of three | 3 |
| | 22 |

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

## Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

| Program Area | Units |
|---|---|
| English | 4 |
| Mathematics - Algebra I, Geometry, Algebra II | 3 |
| Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science) | 3 |
| Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units) | 3 |
| Foreign Languages - two levels of the same language | 2 |
| Health, P. E. | 1 |
| Vocational Education | 1 |
| Arts Education | 1 |
| Electives - minimum of four (concentrations may be selected as listed below) | 4 |
| | 22 |

## Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

## Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

## Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

| OBJECTIVES | MEASURES |
|---|---|
| 1.1 Identify changes which have occurred in Europe and/or the Soviet Union. | 1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union. |
| | 1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class. |
| 1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union. | 1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union. |
| | 1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects. |

## APPENDIX F

### TESTING REQUIREMENTS

#### Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

#### Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

#### End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

#### Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

## APPENDIX G

### TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

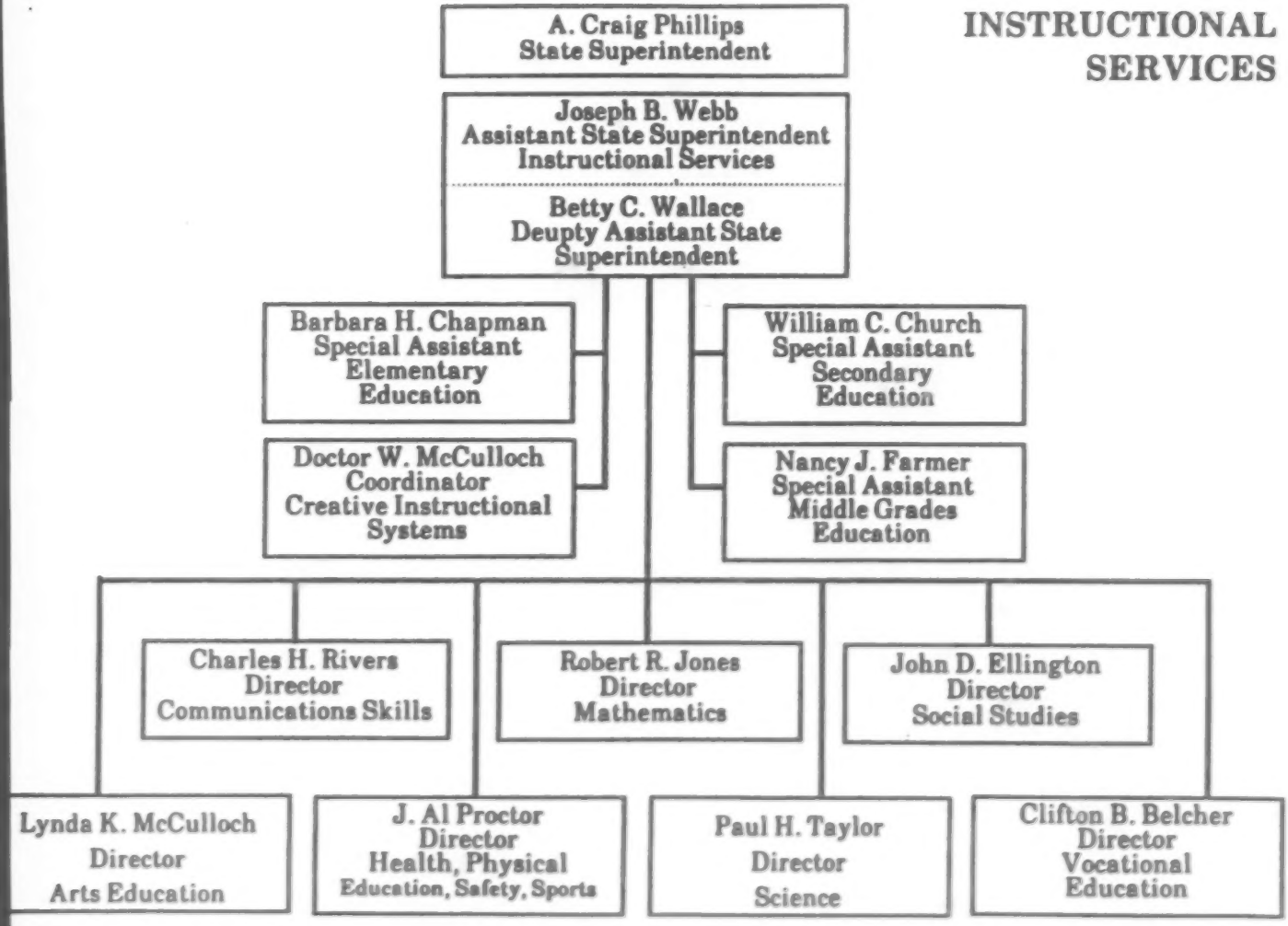
In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

# INSTRUCTIONAL SERVICES



APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

| | | |
|---|---|---|
| Introduction | / / | |
| Competency Goal | / / | Number: _____ |
| Objective | / / | Number: _____ |
| Measure | / / | Number: _____ |

5. SUGGESTION: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. Name of person submitting suggestion: _____
Place of employment: _____
Employed as: _____
Address: _____

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611